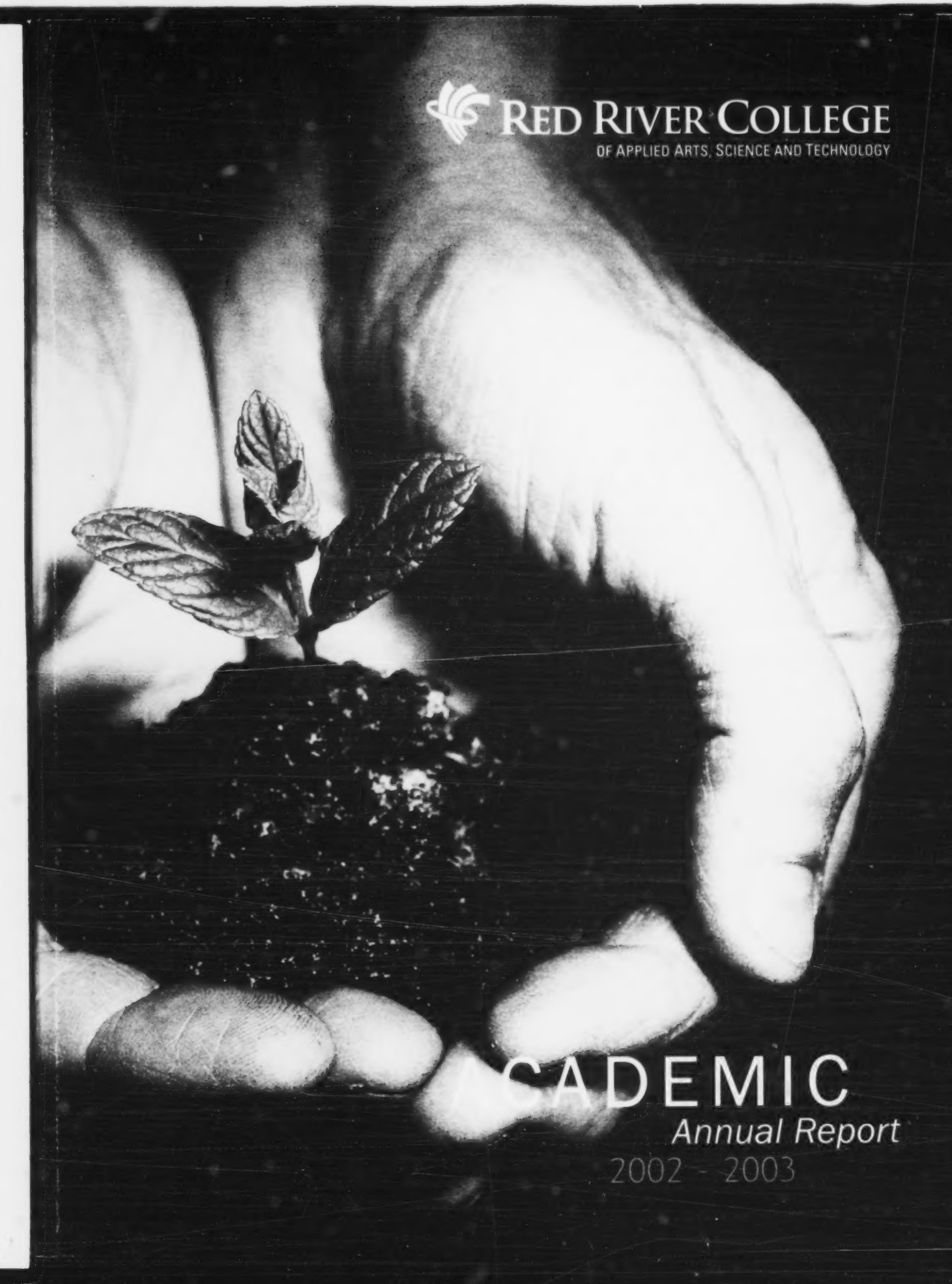
RED RIVER COLLEGE
OF APPLIED ARTS, SCIENCE AND TECHNOLOGY
CADEMIC
Annual Report
2002 - 2003

# ACADEMIC

## *Annual Report*

2002 - 2003

# Programs, by Division

**Aboriginal and Teacher Education**
Aboriginal Language Specialist (D)
Aboriginal Self-Government Administration (D)
ACCESS Programs
Business Teacher Education (J)
Business Teacher Education - After Degree (J)
College Preparation for Aboriginal Students (C)
Industrial Arts/Technology Teacher Education (J)
Industrial Arts/Technology Teacher Education - After Degree (J)
Microcomputer Applications (C)
Vocational Industrial Teacher Education (J)

**Applied Sciences**
Advanced Network Technology (A)
Animal Health Technology (D)
Applied Biology (J) (Co)
Applied Chemistry (J) (Co)
Applied Environmental Studies (J) (Co)
Chemical and Biosciences Technology (Co) (D)
Child and Youth Care (D)
College Preparation for Nursing (C)
Communication Engineering Technology (D)
Computer Engineering Technology (D)
Dental Assisting - Level 2 (C)
Diploma Nursing - Accelerated (D)
Disability and Community Support (D)
Early Childhood Education (D)
Early Childhood Education - Workplace (D)
Electrical Engineering Technology (D)
Electronic Engineering Technology (D)
Electronic and Network Technician (C)
Family Support Worker (C)
Health Care Aide (C)
Health Care Aide/Unit Clerk (C)
Instrumentation Engineering Technology (D)
Joint Baccalaureate Nursing (J)
Magnetic Resonance Imaging and Spectroscopy (A)
Medical Laboratory Sciences (D)
Medical Radiologic Technology (D)
Radiation Therapy
Rehabilitation Assistant (C)

**Business and Applied Arts**
Aviation Management (D)
Business Administration (Co) (D)
Business Administration Integrated (Co) (D)
Commerce/Industry Sales and Marketing (C)
Computer Accounting Technician (C) (L)
Computer Analyst/Programmer (Co) (L) (D)
Creative Communications (D)
Culinary Arts (Co) (L) (D)
Digital MultiMedia Technology (L) (D)
Graphic Design (D)
Graphic Design (Advanced Diploma) (A)
Health Information Technologist (D)
Hotel and Restaurant Administration (Co) (L) (D)
Information Systems Technology (Co) (L) (D)
International Business (A)
Library and Information Technology (D)
Professional Baking (Co) (L) (C)
Tourism (Co) (L) (C)

**Industrial Technologies**
Automotive Service Education Program
Automotive Technician (Certificate) (C)
Automotive Technician (Diploma) (D)
Automotive Technician (Work Experience) (C)
Building Design CAD Technology (Co) (D)
Carpentry and Woodworking (C)
Civil/CAD Technology (Co) (L)
Collision Refinishing (C)
Collision Repair and Refinishing (C)
Design and Construction Technology (Co) (L) (D)
Electrical (C)
Environmental Protection Technology (Co) (L) (D)
Geographic Information Systems (GIS) Technology (A)
Geomatics Technology (Co) (L) (D)
Greenspace Management (Co) (D)
Heavy Duty Equipment Mechanic (C)
Manufacturing Design CAD Technology (Co) (D)
Manufacturing Technician (D)
Mechanical Engineering Technology (D) (Co)
Municipal Technology (Co) (L) (D)
Outdoor Power Equipment Technician (C)
Piping Trades (C)
Power Engineering (C)
Precision Metal Manufacturing (C)
Refrigeration and Air Conditioning Technician (C)
Structural Technology (Co) (L) (D)
Technical Communications (Co) (D)
Welding (C)
Wood Products Manufacturing – Certificate (C)
Wood Products Manufacturing – Diploma (Co) (D)

**Stevenson Aviation & Aerospace Training Centre**
Aerospace Manufacturing Certificate (C)
Aircraft Maintenance Engineer (D)
Aircraft Structural Repair Technician (C)
Gas Turbine Engine Repair & Overhaul (C)

**Student Services**
American Sign Language - English Interpretation (J)
Deaf Literacy
Deaf Studies (C)

**Partnership, Training and Development**
Academic Development Programs (C)
English as a Second Language (ESL)
General Studies (C)
Introduction to Computer Accounting Technician (C)
Introduction to Business (C)

| | | | |
|---|---|---|---|
| *(Co)* | *Co-operative Education programs (may be optional)* | *(D)* | *Diploma program (usually 2 years or more)* |
| *(L)* | *Laptop computer delivery* | *(A)* | *Advanced Diploma program* |
| *(C)* | *Certificate program (usually 10 months)* | *(J)* | *Joint program with the Univ. of Manitoba or Univ. of Winnipeg* |

# Table of Contents

The Year in Review ..... 2
College Profile ..... 4
Graduate Satisfaction and Employment ..... 7
Academic Excellence ..... 8
Student Success ..... 12
New Directions ..... 16
Academic Programs ..... 19
Student Services ..... 51
Partnership, Training and Development ..... 52
Stevenson Aviation & Aerospace Training Centre ..... 54
Continuing Education ..... 56
Distance Education ..... 57
Regional Campuses ..... 58
Contract Training - Sales & Services ..... 59
International Education ..... 60
Apprenticeship ..... 61
Co-operative Education ..... 62
Curriculum and Learning Resources ..... 63
Appendix 1 - Partnerships ..... 65
Appendix 2 - Program Highlights, 2002-2003 ..... 67


# Contact Information

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Fax: 204-632-9661
http://www.rrc.mb.ca

**Princess Street Campus**
160 Princess Street
Winnipeg, Manitoba R3B 1K9
Telephone: 204-949-8337
Fax: 204-949-9188

**Stevenson Aviation and Aerospace Training Centre**
2280 Saskatchewan Avenue
Winnipeg, Manitoba, Canada R3J 3Y9
Telephone: 204-945-6001
Fax: 204-948-2499

Box 237, Hangar 4
Southport, Manitoba R0H 1N0
Toll Free: 1-800-665-9864
Fax: 204-428-6305

**St. Boniface Arts & Technical Centre**
5 De Bourmont Avenue
Winnipeg, Manitoba R2J 1J9

**Main Street Campus and Language Training Centre**
Suite 300, 123 Main Street
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Telephone: 204-945-6151
Fax: 204-948-3214

**Portage Campus**
P.O. Box 67, Building 30
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Telephone: 204-428-6322
Fax: 204-428-6337

**Winkler Campus**
100-561 Main Street
Winkler, Manitoba R6W 1E8
Telephone: 204-325-9672
Fax: 204-325-4947

**Steinbach Campus**
Unit 7-275 Main Street
Steinbach, Manitoba R5G 1Y9
Telephone: 204-346-7750
Fax: 204-346-0178

**Gimli Campus**
P.O. Box 190, 234 Tudor Lane
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Gimli, Manitoba R0C 1B0
Telephone: 204-642-5496
Fax: 204-642-4189

# The year in review

## Red River College continues to grow to meet the needs of Manitoba's businesses, communities and learners.

*Ken Webb*
*Vice-President, Academic*
*Red River College*

The academic mission for the college is to help create successful careers for learners and a skilled workforce for the community. In 2002/2003 we continued to expand on both those mandates, enrolling and graduating more learners from more programs, to meet the demands of a growing Knowledge Economy.

### Enrolments

Our full-time enrolment was at an all-time high in 2002/2003 and will continue to grow with the direct support of the College Expansion Initiative (CEI). The CEI is an aggressive strategy of the provincial government to meet the post-secondary educational challenges of the Knowledge Economy. This strategy of new programming, accessibility initiatives, new infrastructure and e-learning is fueling the largest growth in applied learning since the Manitoba colleges were established 40 years ago.

Full-time enrolments increased by 11.7 percent in 2002/2003, to 7,272, and are up more than 48 percent since 1996-97. Apprenticeship training remained strong, after climbing more than 44 percent over the last six years and distance education enrolment continued to climb as learners continue to look for flexible access to post-secondary education. At 2,961 registrations, Distance Learning enrolments were up 474, or 19 percent in 2002/2003, an increase of 193 percent since 1996-97. At the Language Training Centre, RRC delivered 42 sections of ESL programming, the highest number ever.

*(L – R:) Premier Gary Doer, HRH Prince Philip, Mayor Glenn Murray and RRC Board of Governors Chair William Regehr at the opening of the Princess Street Campus on October 9, 2002.*

### Princess Street Campus

Red River College has a dramatic new presence in Winnipeg's downtown Exchange District. His Royal Highness Prince Philip officially opened the Princess Street Campus on October 9, 2002.

With more students and employers turning to applied learning and the community colleges to meet their educational needs, RRC had run out of room. Under the accessibility and programming mandate of the CEI, the provincial government, in partnership with the City of Winnipeg, supported the construction of the new campus.

The Phase I complex became Red River's Centre for Media and Digital Entertainment. It provides a new home for the Creative Communications and Graphic Design programs, along with the new Digital Multimedia Technology program and a Broadcast Arts major for the Creative Communications program.

It includes a full scale commercial quality television studio, multimedia labs, 18 digital editing suites, drawing studios, news room, and the home for Manitoba's newest FM radio station, CKIC.

While staff and students settled into the Phase I facility, work progressed on the rest of the 20,400 square meter campus. Phase II, the largest component of the new campus, opened in September 2003. This phase includes the well known heritage facades, one of which is the front of Winnipeg's first Grain Exchange building. Phase II includes the Learning Commons,

a full range of student services, bookstore, copy centre, convenience store and café. It will be home to RRC's information technology, international business, e-commerce, accounting, technology management and library programs as well as about half of the Business Administration program.

Phase III, a new four story building on the corner of Adelaide and Elgin will be completed in the winter of 2004. As well as providing a new home for some of the Electronic Engineering Technology family of programs, it will include a fitness centre, a lecture theatre and the new MTS Telecommunications Centre of Excellence.

When the new campus is completed it will service more than 2,000 students annually, while allowing the Notre Dame Campus to accommodate new programming in biotechnology, health science, community services, skilled trades and engineering technologies.

## Programming

With the support of the College Expansion Initiative RRC has been systematically implementing a multi-year Academic Expansion Strategy. New full-time program developments in 2002/2003 included:

- Information Systems Technology & Database Management (Diploma)
- Early Childhood Education & Workplace Model (Diploma)
- Introduction to CA/P and IST (Certificate)
- Technology Management (Advanced Diploma)
- B. Ed. Aboriginal Languages Teacher (Joint with University of Winnipeg)
- Creative Communications & Broadcast Major
- Technical Communications (Diploma)
- Ironworker (Apprenticeship)
- Office Technician (CE)
- Power Engineering 5th Class (CE)
- Para-Educator

## Accessibility

Access to post-secondary education is more important than ever before, and access to Red River College is increasing like never before.

With the opening of the Princess Street Campus Red River College comes downtown, improving access from almost all parts of the city. When completed, the new campus will add 2,000 seats to the capacity of the college system in Manitoba.

Through the continued expansion of RRC's Distance Education programming, learners can access Red River College even if they can't make it to a campus. Twenty-one new courses (14 of them online) in 11 program areas were added to the Distance Education calendar. Nineteen programs are completely available through distance learning with parts of another 53 programs also available. An additional 34 courses are in development for 2003/2004.

Red River College also provides eight full-time programs on a cost recovery basis through Continuing Education to meet market demands. These offerings are added on an as needed basis to respond quickly to emergent labour market needs where ongoing programming may not be required.

If learners can't make it to campus and distance learning isn't suitable, RRC has four regional campuses in Winkler, Steinbach, Gimli and Portage La Prairie. Beginning 2002/2003, RRC also began operating Adult Learning Centres in Morris and St. Pierre. These centers provide high school completion programs for adults to meet the needs of employment or to enter post-secondary education.

RRC also delivered community based apprenticeship programs in Peguis, Lake Manitoba and Sagkeeng First Nations communities.

## Applied Research

Canada is increasingly tapping into the intellectual and technological capacity of its colleges and technical institutes to solve the practical problems of an increasingly complex business world. Applied Research supports the growth of business and industry and improves the quality of academic programs for our learners. With the support of the Western Economic Development office RRC completed a business plan to establish an Applied Research Office to promote and coordinate the applied research capacity of the college.

The Manitoba Innovation Fund approved funding for the new Centre for Applied Research in Sustainable Infrastructure (CARSI) lab, matching the contribution previously pledged by the Canadian Foundation for Innovation.

The National Research Council's Industrial Assistance Research program (IRAP) contracted to have RRC provide visiting office space at the Princess Street Campus for two of their Industrial Technology advisors.

Manitoba Health contracted with the college for its largest applied research project to date, providing Geographic Information Systems (GIS) support to mapping Cylix mosquito populations in Manitoba in support of the province's West Nile Health research project.

## Education and Innovation Drive Economic Development

Colleges train and educate the workforce, and our graduates fuel the engine of economic development. A growing college, new programming, increased accessibility, applied research and the College Expansion Initiative will ensure a prosperous Manitoba. •

Ken Wall

# College profile

## Innovative Learning

Red River College is committed to providing an innovative learning experience to facilitate student success. This means meaningful careers and citizen development for learners as well as a skilled and informed workforce for Manitoba.

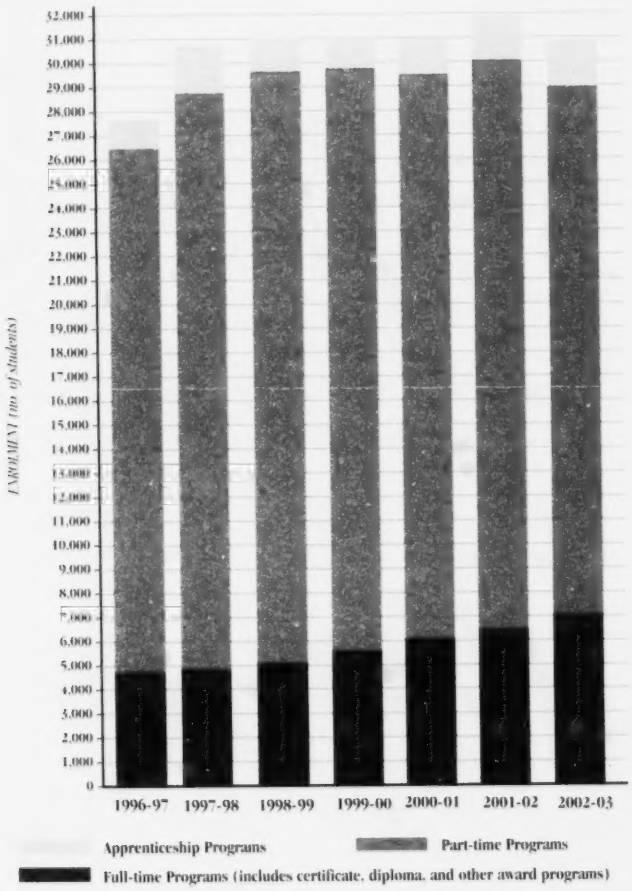
The College works to accomplish this through high quality applied education and research programs. Individuals who graduate possess the knowledge, flexibility and curiosity to contribute, learn and adapt in a changing economic, social and cultural environment.

The College is growing to meet the requirements of the emerging knowledge economy as well as the needs of the foundation economy. Supported by the Province of Manitoba through the College Expansion Initiative new and expanded programs continue to be offered. The development of the downtown Princess Street Campus has opened new opportunities for Manitobans to enrich their learning.

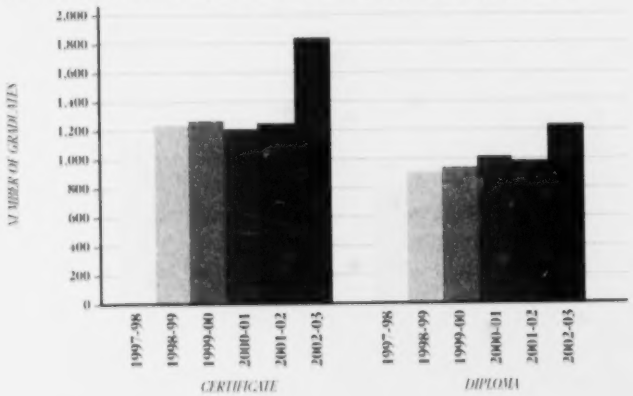
Through more than 110 diploma, certificate and apprenticeship programs the College enables skilled, experienced and motivated graduates to experience success in the market place. The College ensures learner success by setting the standard in applied post-secondary education and meeting the demand of the marketplace.

The College is committed to staying current and responsive to the dynamic and evolving requirement of the marketplace. Through an advisory committee for each program, 1,200 representatives from over 1,000 employing or service agencies provide a direct link to the real world and

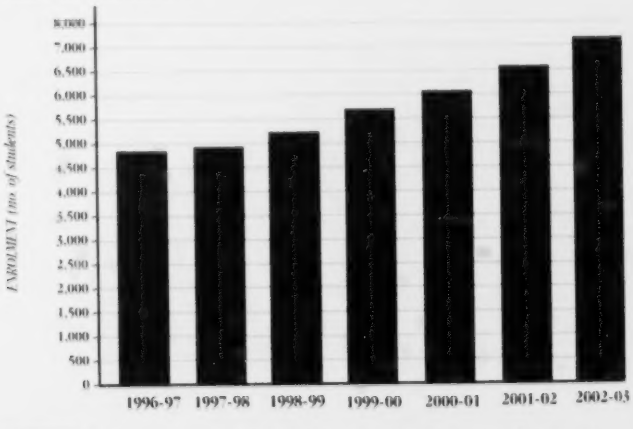
**College Enrolment**




**Number of Graduates, Certificate and Diploma Day Programs**




**Full-time Enrolment**



consult extensively on ensuring programs adapt and change to economic and social realities. Through boards and industry contacts, instructors ensure program curricula incorporate up-to-date leading edge theories, trends and practices.

Red River College offers a unique combination of academic study and hands-on work experience or cooperative education, providing both a theoretical and a practical education. RRC students use state-of-the-art program equipment and computer technology; knowledgeable instructors are dedicated to providing the opportunities for all learners to achieve their full potential.

## Full-time Program Growth

The College has experienced significant growth in its regular full-time programs (certificate, diploma and other award programs) over the last seven years. Since 1999/2000 growth has accelerated with support from the Province of Manitoba's College Expansion Initiative.

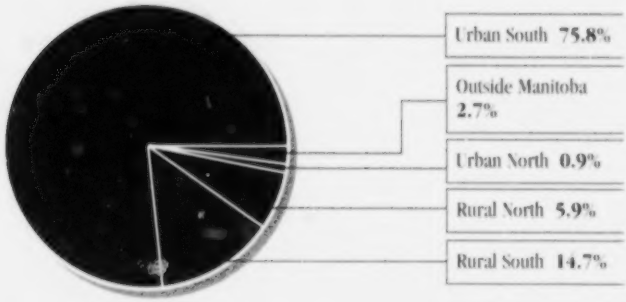
## Vision and Mission

The College has a future-focused vision: Red River College is a premier learning centred college, recognized in Manitoba and beyond as a leading center of innovation and excellence.

The mission of RRC is to build a prosperous and sustainable Manitoba through high-quality applied education and research focused on advancing the economic, cultural and social progress of people.

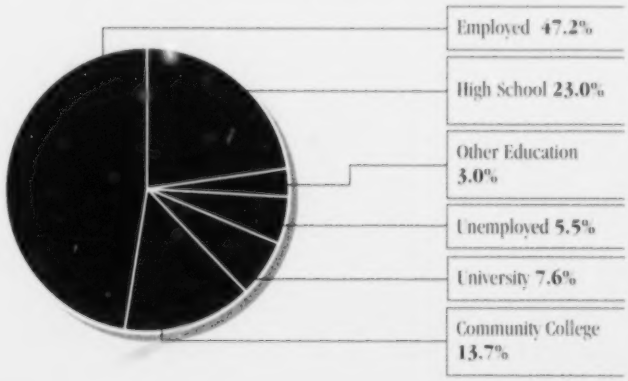
The College's ties to the community are reinforced through a 12-member Board of Governors. The Board focuses on the vision and long-term strategic directions for the College.

**Student Location Prior to Entry to RRC, 2002/2003**

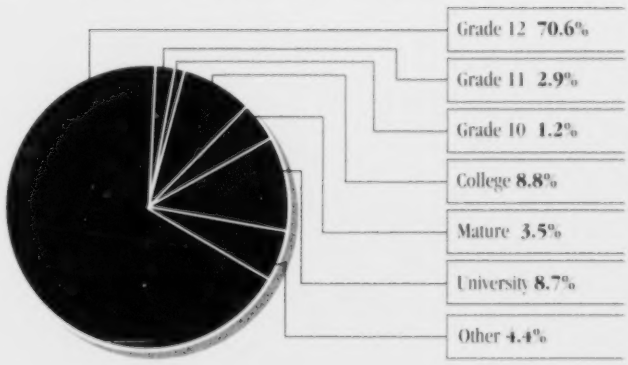



***Note:*** *Urban South includes the metropolitan Winnipeg area, Brandon, Portage la Prairie and Selkirk. Rural South includes all other areas in southern Manitoba. Urban North includes the northern urban areas of Dauphin, The Pas, Flin Flon and Thompson. Rural North includes all other areas in northern Manitoba.*

**Main Activity in Year Prior to Entry to RRC, 2002/2003**




**Previous Education Levels of Students, 2002/2003**




***Note:*** *highest level of education attained as calculated from the 65% of entering first-year students who reported their previous academic level of education*

## Organization

The College's largest campus is on Notre Dame Avenue near the Winnipeg International Airport. Other Winnipeg campuses in 2002/2003 include a downtown location for the Academic Development Services program and the Language Training Center (Main Street), Stevenson Aviation and Aerospace Training Centre (Winnipeg Airport), a satellite centre in St. Boniface (St. Boniface Arts & Technical Centre), Heavy Equipment Transportation Centre (Notre Dame), and the Centre for Media and Digital Entertainment at the Princess Street Campus. Regional campuses are located in Gimli, Winkler, Portage la Prairie, and Steinbach.

## Programming

RRC offers a diversity of credentials, including post-secondary joint baccalaureate, advanced diploma, diploma, certificate and preparatory programs in the fields of applied arts, applied sciences, business, community services, developmental education, health and technology. In addition, the College provides training for apprentices in 24 designated trades.

The College also offers a comprehensive array of courses for part-time learners in Winnipeg and across Manitoba through its Continuing Education and Distance Education offices, and its Regional Campuses.

The College also responds to the specialized and customized education and training needs of business, industry, government and community organizations. A central Contract Training Sales and Services unit provides centralized sales, service and administrative support to contract training initiatives of all departments and divisions.

## Demographics

In 2002/2003, the majority of students enrolled in full-time programming were between 20 and 24 years of age. Over 47 percent of incoming students were employed in the year prior to coming to RRC, while 23 percent were at high school and eight percent were at university.

Students came to the College from across the province. Seventy-six percent of students are from the urban south. Excluding apprenticeship training, women comprised 61 percent of the full-time student population in 2002/2003.

As a comprehensive college, RRC serves a diverse population with a varied educational background. Over 70 percent had graduated from high school, another 17.5 percent had attended college or university programs and four percent were mature students.

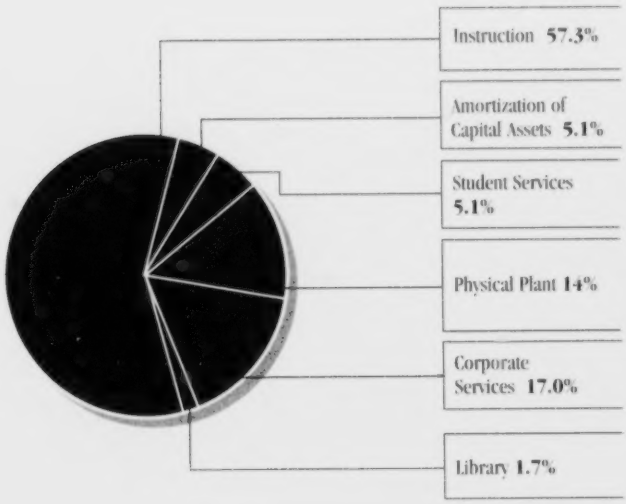
## Resources

In 2002/2003, the total human resources complement of the College was approximately 981 full-time equivalent staff years.

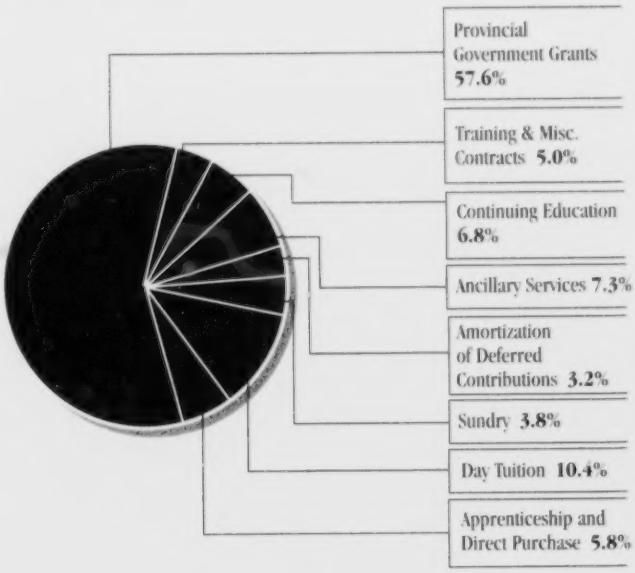
The College operates on a not-for-profit basis with an annual expenditure of over $91,000,000.

As a publicly funded institution, the College relies significantly on provincial government grant support, which comprises nearly 58 percent of its total revenue in 2002/2003. The College receives tax-exempt status as a registered charity. •

**College Expenditures 2002/2003**




**College Revenue 2002/2003 (total $91,083,000)**



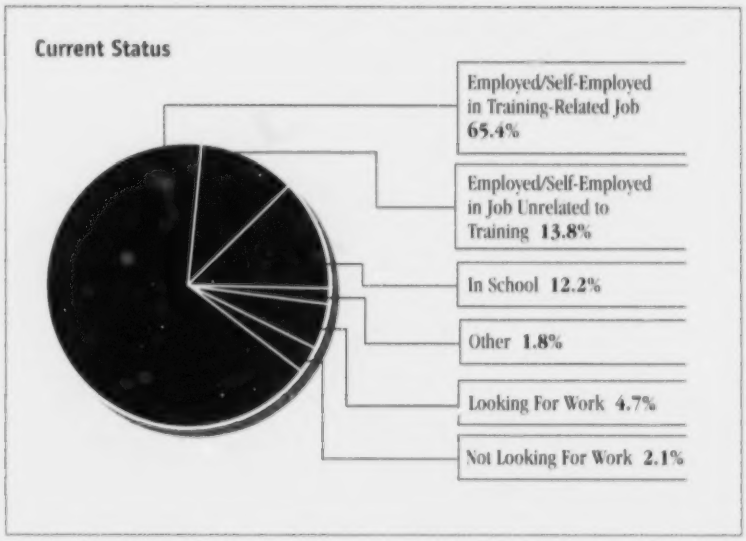
# Graduate satisfaction and employment

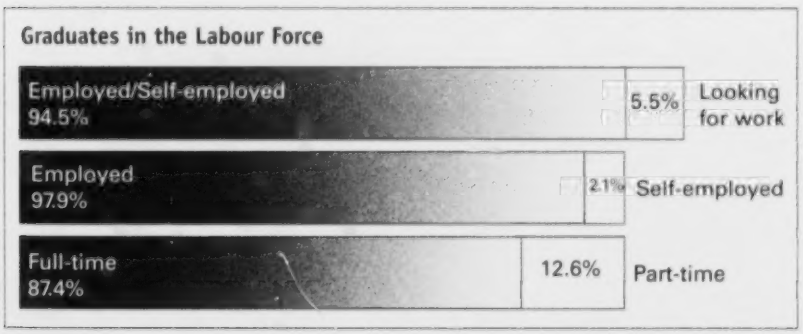
104-04910/

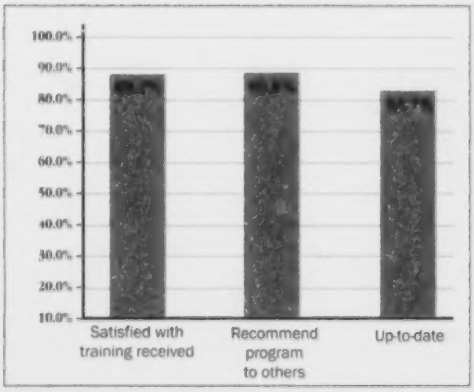
Red River College's 2002/2003 Satisfaction and Employment survey of 2001/2002 graduates shows that graduates continue to find jobs in Manitoba and express high levels of satisfaction with their education.

Of all full-time day program graduates who responded to the survey, 91.4 percent were employed or furthering their education.

Of those graduates who were in the workforce, seeking employment, 94.5 percent found jobs. Only 5.5 percent were unemployed. Moreover, of the responding employed graduates who reported an employer's address, 97.2 percent were in Manitoba. By far most College graduates remain in Manitoba to contribute to the province's prosperity and to its social and cultural vitality.


Current Status
Employed/Self-Employed in Training-Related Job 65.4%
Employed/Self-Employed in Job Unrelated to Training 13.8%
In School 12.2%
Other 1.8%
Looking For Work 4.7%
Not Looking For Work 2.1%




Eighty-three percent of employed/self-employed graduates reported that they were working in a field related to the education and training received. In addition, 87.2 percent of the employed/self-employed graduates reported that they were employed full-time.

Eighty-nine percent of all respondents reported that they were very satisfied or satisfied with their education at Red River College and 89.8 percent said they would recommend their program to others.

Graduates also reported their annual salaries. There is variation in the level of achieved income by program with an average of $28,632, which was an increase of 4.9 percent over that reported by 2000/2001 graduates. •

**Top Ten Average Starting Salaries**

| | |
|---|---|
| MRI and Spectroscopy | $51,061.89 |
| Instrumentation Engineering Technology | $49,377.92 |
| Vocational Industrial Teacher Ed | $46,529.96 |
| Medical Radiologic Technology | $41,290.54 |
| Municipal Technology | $38,787.22 |
| Information Systems Technology | $37,761.54 |
| Power Engineering Third Class | $37,577.80 |
| Manufacturing Design CAD Technology | $36,400.00 |
| Power Engineering Fourth Class | $36,309.33 |
| Structural Technology | $35,984.31 |

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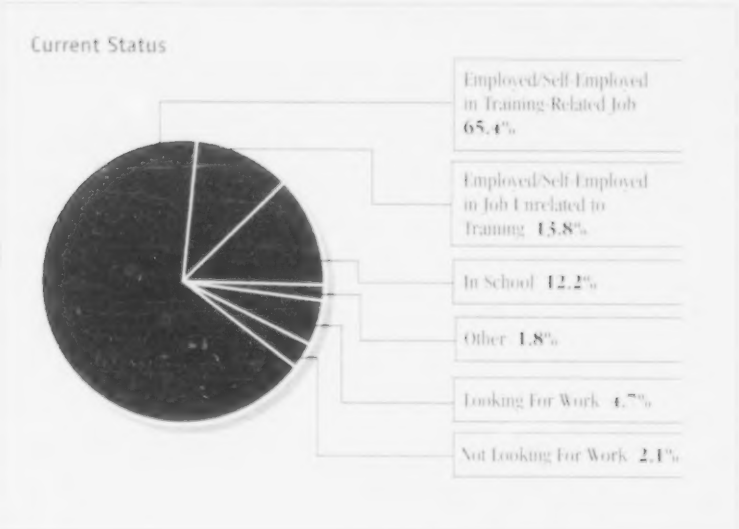
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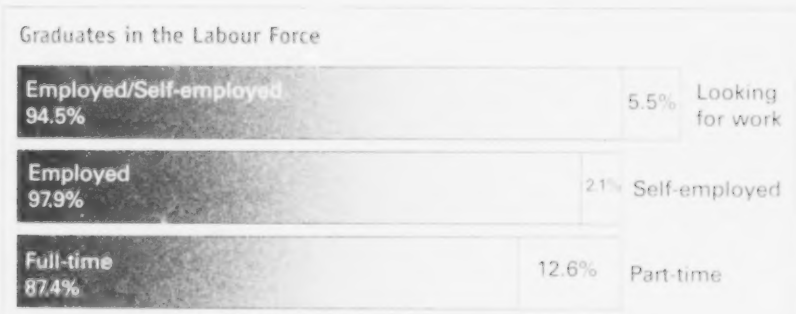


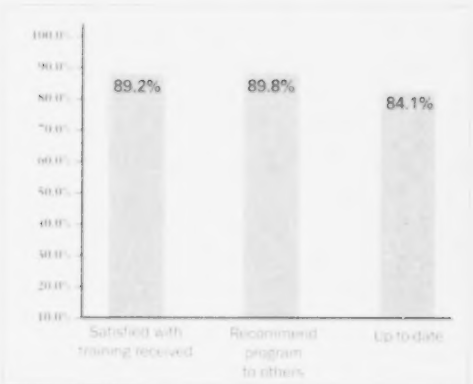


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| Municipal Technology | $38,787.22 |
| Information Systems Technology | $37,761.54 |
| Power Engineering Third Class | $37,577.80 |
| Manufacturing Design CAD Technology | $36,400.00 |
| Power Engineering Fourth Class | $36,309.33 |
| Structural Technology | $35,984.31 |

# Academic excellence

**Our commitment to academic excellence is reflected in our pursuit of continuous improvement in all program areas, our demonstrations of public accountability and our pursuit of accreditation. Our overall performance is best demonstrated in the achievements of our students and our faculty.**

Red River College graduates continue to find employment at a strong rate. According to the latest follow-up study, 94.5 percent of those graduates who were in the workforce seeking employment found jobs. Over 97 percent of those who reported an employer's address were in Manitoba and 87 percent reported they were employed full time.

Graduate satisfaction remains high, with 89.2 percent of graduates reporting they were satisfied or very satisfied with the education they received at the college and 89.8 percent reporting that they would recommend the program to others.

## Manitoba Innovation Fund Supports CARSI

Manitoba Energy, Science and Technology awarded RRC $550,000 from the Manitoba Innovation Fund to support the construction of a new 750 square meter research lab to house the Centre of Applied Research in Sustainable Infrastructure (CARSI). The funding matched the support announced earlier by the Canadian Foundation of Innovation. CARSI will be RRC's first applied research laboratory.

## IEEE Paper Competition Award

Colin Mantay and Tim Stampe, two graduates from the Electrical-Electronics Technology Department, won the 2002 Palin Award, part of the Institute of Electrical and Electronics Engineers (IEEE) Canada Paper Competition for Western Canada. In the 20 years since 1983, RRC graduates have won the IEEE Palin or Life Member Award an amazing 16 times.

## Academic Leadership

Red River College continues to provide academic leadership within our community, across the country and overseas. Highlights of 2002/2003 included:

- RRC coordinated and hosted the delivery of the Central Michigan University M.A. in Education (Community College Education) and M.Sc. in Administration (Health Service Administration), and the Ferris State University B.Sc. in Technical Education.

- Red River College teamed up with the Saskatchewan Institute of Applied Science and Technology (SIAST) to lead a community college response to the federal government's Innovation Strategy.

- Nexus Consulting and RRC presented a keynote workshop on developing an applied research capacity at the Association of Canadian Community Colleges Applied Research Forum.

- The Industrial Technologies division hosted the annual Skills Manitoba competition, including a Young Women in Technology conference. The competition, which includes both secondary and post-secondary students, promotes careers in skilled trades and technologies by bringing together hundreds of students from across the province to showcase their talents.

- RRC, along with Bow Valley College (Calgary) and the Saskatchewan Institute of Applied Science and Technology (SIAST) were awarded a five year Canadian International Development Agency project to help build the technical education capacity in Malawi.

## MPLAN PEARL Award

**Red River College was awarded an inaugural PEARL (Pursuit of Excellence in Assessment and Recognition of Learning) award by the Manitoba Prior Learning Assessment Network for "the work the College has done over the last decade in integrating Prior Learning Assessment and Recognition into the larger college strategic plan and visibly supporting its value within and beyond the institution."**

• The Lawson Foundation funded a national project led by Red River College to develop an interactive curriculum resource for Early Childhood education. The new curriculum resource introduces recent scientific discoveries around early physical, neurological and social development into classroom curricula almost as soon as the latest research is published. This allows recent discoveries to be introduced to learners very quickly, as opposed to the historical 10 to 12 year new knowledge adoption cycle. Other partners included the University of Toronto and the Founders Network.

• In support of the new RN Act in Manitoba, the RRC Nursing department worked with the College of Registered Nurses of Manitoba to introduce a new protocol for providing educational assistance to individuals who must rewrite the Canadian Nurse Registration Exam.

• To provide improved student success and greater accountability for Adult Learning Centres, the province of Manitoba has turned to colleges to deliver high school completion programming for adult learners. RRC was approved to operate Adult Learning Centres in Winnipeg, St. Pierre and Morris.

• RRC was awarded a Canadian International Development Agency project to prepare early childhood teachers for the rural baranguays (villages) in the Philippines.

• RRC delivered the first Advanced PLAR Practitioner program in Canada. The program followed the highly successful PLAR Foundations programs that RRC introduced last year.

• The Center for Canadian Language Benchmarks selected the RRC Language Training Centre to develop an assessment tool to determine the language proficiency of internationally educated nurses across Canada.

## Program Review

Through the systematic review of all programs on a regular cycle, the College ensures that its programs are constantly being revised to meet the needs of the ever-changing market place.

A new Curriculum Quality Assurance model was introduced in 2002/2003 to provide a quality assurance process for curriculum renewal. The new three tiered quality assurance model includes, Face Validation (statistical based annual "report card"), Curriculum Validation (full curriculum revision) and Accreditation.

The statistical based report card (Face Validation) was piloted in 2002/2003 and will be introduced in 2003/2004.

The new Curriculum Validation model reviews and refreshes the curriculum to meet the needs of industry and employers for the next five years. The validation process includes:

- a comparative scan of similar programs across the country,
- a systematic curriculum overhaul (review, revise, rebuild) with industry practitioners using the "Developing A Curriculum" or DACUM process,
- the development of Program Learning Outcomes for the revised curriculum,
- the inclusion of the Conference Board of Canada's employability skills profile as College Wide Learning Outcomes in all programs, and
- an action plan to adopt the program revisions.

In 2002/2003, the following programs were selected for Curriculum Validation:

- Community Centred Therapy
- International Business
- Child and Youth Care
- Refrigeration and Air Conditioning

## Accreditation

Red River College is committed to national and international recognition for its programs and graduates. Accreditation of programs against national and international standards by certifying bodies and professional associations is pursued wherever it is available. College faculty are also committed to excellence and many of them participate in national curriculum and accreditation committees.

In 2002/2003 the following programs successfully completed an accreditation review:

- Aircraft Maintenance Engineer (Diploma) - Transport Canada
- Gas Turbine Repair and Overhaul - Canadian Aviation Maintenance Council
- Joint Baccalaureate Nursing - College of Registered Nurses of Manitoba
- International Business - Forum for International Trade Training
- Aircraft Structural Repair - Canadian Aviation Maintenance Council

## Princess Street Campus Recognized at International Green Buildings Challenge

**The Princess Street Campus received worldwide attention when it placed first out of Canadian entries, and fifth overall, at the Third International Green Building Challenge - Sustainable Buildings 2002, in Oslo, Norway.**

**The International Green Building Challenge is a forum that highlights environmentally friendly alternatives used in designing, building and retrofitting new construction projects from around the globe. Green building concepts focus on how to incorporate environmentally responsible procedures, systems, products and equipment into construction, renovation and deconstruction projects.**

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- Welding - Canadian Aviation Maintenance Council
- Computer Analyst/Programmer - Canadian Information Processing Society.

## Articulation

The quality of our academic programs is recognized across the country as RRC graduates continue to be accepted for advanced entry at many universities. RRC has over 100 articulation agreements providing diploma program graduates with two years credit towards a bachelor's degree in 80 percent of our diploma programs.

New articulation agreements signed in 2002/2003 include:

- Health Service Management - Athabasca University
- Civil/CAD Technology - Keewatin Community College, Assiniboine Community College

RRC also works with Manitoba High Schools to enhance learning opportunities and to create easier transitions to post-secondary education. In 2002/2003 the Civil/CAD Technology program developed a program linkage and articulation agreement with four comprehensive regional technical schools:

- Winnipeg Technical College
- Dauphin Regional Secondary School
- Crocus Plains Regional Secondary School
- Winnipeg Technical Vocational School.

The agreement provides for secondary students to complete up to five of the seven first year Civil Technology courses within their senior years program, opportunities for teacher professional development, technical seminars for teachers and students, and scholarships and co-op work placements for the students upon graduation from high school.

## Advisory Committees

Advisory Committees are a vital link between the College and the employers of our graduates. Each certificate and diploma program is supported by an active program advisory committee that provides ongoing feedback from employers, students and specialists in the field. Any major program changes must have a recommendation from the Program Advisory committee before it can be implemented.

Annual meetings between the Chairs of all program advisory committees and the Board of Governors provide for a direct link between the committees and the governors.

New Advisory Committees established in 2002/2003 include:

- Cardiology Technology
- Knowledge Management
- Legal Administrative Assistant.

## Partnerships

Partnerships strengthen our ability to develop and deliver quality programming. By bringing together unique, specialized resources and knowledge, a partnership can achieve more, and make it happen more effectively. Many new partnerships were developed during the year, including:

- Ironworkers Union
- Linear Systems Ltd.
- Swan Lake First Nation
- South East Regional Health Authority
- Loewen Windows
- Universidad Tecnologica Metropolitana (Chile)
- Manitoba Conservation.

## Aboriginal Partnerships

Red River College continued to improve programming and supports for Aboriginal (Métis, First Nation and Inuit) students and to improve services to Aboriginal communities.

- The Aboriginal and Teacher Education division and the Partnership Training and Development division worked with Trans Canada Pipelines to create a five-year TCPL partnership program to support Aboriginal learners at RRC.

- RRC was the Athletes' Village for the North American Indigenous Games.

- Carpentry apprenticeship programs were delivered in the First Nations communities of Peguis and Fisher River.

- Aboriginal and Teacher Education staff worked with the Manitoba Public Insurance Corporation (MPIC) to help RRC Aboriginal students participate in the MPIC Internship Program.

- The Aboriginal and Teacher Education division and the University of Winnipeg created a Joint Aboriginal Self Governance degree program. Graduates of the RRC diploma program in Aboriginal Self-Government Administration can continue their studies at the degree level at the University of Winnipeg.

- The University of Winnipeg and RRC also established a unique joint B.Ed. program with an Aboriginal Languages teachable major. Completion of the five-year program results in two undergraduate degrees (B.Ed. and a B.Sc. or B.A.) and a diploma from RRC. Graduates have two teachable majors, including one in Aboriginal Languages.

## Faculty Achievement

**Elaine Beyer** (Nursing) received her national certification in Cardiovascular Nursing.

**Robert Charney** (Plumbing) was selected to the National Plumbing Committee for Skills Canada. He is also Chair of the Manitoba Plumbing Skills committee.

**Rob Clairmont** (Electrical/Electronic Technology) received his MCSE (Microsoft Certified Systems Engineer) designation.

**Diane Clare** (Nursing) presented her dissertation research "Development of a Web-Based Program for Nursing Students Learning Fetal Heart Rate Auscultation at Red River College" at the State of the Science Congress in Washington, DC.

**Diane Clare** (Nursing) received her Doctorate in Education (Nursing Concentration) from Nova Southeastern University.

**Diane Clare** (Nursing) received a recognition award from the City of Winnipeg during Emergency medical Services Week for her heroic efforts in coming to the assistance of a neighbor who had collapsed.

**Tracey Fallak** (Nursing) received her Master of Nursing degree from the University of Manitoba.

**Barry Garbutt** (Health and Applied Sciences) participated as a member of the Western Canada delegation in the Biotechnology Business Development mission to Helsinki and Turku, Finland.

**Brian Gebhardt** (Masonry) was selected to the Masonry Technical Committee for Skills Canada.

**Elaine Grant-Wall** (Webmaster) traveled to China to demonstrate to two partner colleges how the World Wide Web can be used for teaching and learning.

**Kent Gulbrantson** (Creative Arts) received the R.A. Muller President's Award for outstanding contribution to the advancement of the Advertising Association of Winnipeg, including a certificate recognizing contributions made during his 23 years of continuous active service on the Advertising Association's Board of Directors.

**Tom Harrigan** (Nursing) authored a CD-ROM for publication by Pearson Education Canada.

**James Hayes** (Continuing Education) received the Canadian College of Health Service Executives Leadership Recognition award.

**Barbara Hogue** (Hotel & Restaurant Administration) completed her Bachelor of Human Ecology at the University of Manitoba.

**Phil Klassen** (Electrical/Electronic Technology) received his MCSE (Microsoft Certified Systems Engineer) designation.

**Joan Kunderman** (Community Services) was appointed to the Board of the Association of Community Living Manitoba as a member at large.

**George Kurowski** (Refrigeration & Air Conditioning) was elected chair of the National Refrigeration Committee for Skills Canada.

**Cindee Laverge** (Teacher Education) delivered workshops for instructors in the Chengdu Electromechanical College of the Neijiang Railway Machinery College in China.

**Jim MacKay** (Teacher Education) made a presentation at the ACCC Forum in May 2003 on the Community Awareness activities conducted at RRC for the Philippines CCPP International project.

**Kim McCormick** (Nursing) published an article with Sheila Bunting called "Application of Feminist Theory in Nursing Research: The Case of Women and Cardiovascular Disease".

**Neil McInnes** (Creative Arts) received a Canada Council Grant to further develop an animated short film.

**Mary McIntosh** (Business Computing) presented "Red River College's Virtual Computer Lab" at the Educause 2002 - Juggling Opportunities in Collaborative Environments conference.

**Will Miller** (Electrical/Electronic Technology) had his latest text book "Circuit Analysis with Devices: Theory and Practice" published by Delmar Inc.

**Debbie Parrish** (Early Childhood Education) collaborated with the University of Athabasca on a Human Resource Development Canada project called "Developing and Testing of Effective Practices". The project looks at teaching and learning components and learner retention in early childhood education graduates.

**Chris Petty** (Creative Arts) was invited to present a paper at the ACCUTE (Association of Canadian College and University Teachers of English) Conference in May 2003. The paper was on the representation of chaos theory and time loops in the movie "Run Lola Run".

**Tom Pitt** (Culinary Arts) won a gold medal and Top Professional award at the Brandon Chefs Association Wheat City Hot Food competition in April 2003.

**Tom Pitt** (Culinary Arts) competed in the Winterlude International Ice Sculpture competition in Ottawa.

**Elizabeth Polakoff** (Nursing) published an article with Dr. David Gregory called "Concepts of Health: Women's Struggle with Wholeness in the Midst of Poverty".

**John Reimers** (Culinary Arts) and **Jeff Gill** (Culinary Arts) lead the team of more than 100 Manitoba high school and college students who prepared the "Royal" meal for the Queen and Prince Philip during their visit to Manitoba.

**David Rew** (Hospitality) completed his Master of Business Administration at Royal Roads University.

**Ana Stipanovic** (Nursing) received her Master of Nursing from the University of Manitoba.

**Jason Taylor** (Nursing) was contracted to co-author a new Anatomy and Physiology textbook for Lippincott Publishing.

**Veryl Tipliski** (Nursing) received her Ph.D. degree from the University of Manitoba.

**Karen Wall** (Nursing) delivered a presentation at the Western Region Candian Schools of Nursing (WRCASN) annual meeting in February 2003 on "Leadership and Management in Nursing Education".

**Leslie Walsh** (Nursing) was elected to the RRC Board of Governors.

**Armin Wiebe** (Creative Communications) launched his fourth novel "Tatsea".

**Eva Weidman** (Continuing Education) administered the Executive Challenge in partnership with the Manitoba Chamber of Commerce for 40 teams of students from 17 Manitoba high schools.

The following Culinary Arts instructors competed in the Manitoba Culinary Arts Salon (March 2003): **Tom Pitt** won a Gold medal and Trophy in Charcuterie, **Tim Appleton** won a Gold medal in Charcuterie, **Don Pattie** won a Gold medal in Pastry, **Scott Ball** won a Silver medal in Hot Food competition and **Warren Pendree** received an honorable mention in Hot Food competition. •

# Student success

**Red River College is committed to creating a learning environment that will help students to achieve their dreams.**

Student success is the core of the mandate of the College. To create this environment, the College continuously reinforces its values of learning, respect, inclusiveness, integrity, healthy environment and commitment to the community. Every student learns with caring, professional faculty; studies in a respectful, safe and healthy environment; and has access to strong, responsive student services.

A comprehensive array of services to support students is essential for success in their academic programs and their future careers.

## Assessment Services

Assessment Services provides entrance and diagnostic testing services to individuals and groups of prospective and current students. Highlights for *2002/2003* were:

- Administered and/or scored a total of 2958 tests for 2705 individuals.
- Assessed fifty-seven students with possible learning and attention difficulties.
- Developed a comprehensive and interactive website to help students prepare for testing (http://www.rrc.mb.ca/counsel/assessment.htm). The website provides academic preparation resources, practice sample questions, interactive study tools, and enables students to coordinate their testing plans.

## Career and Employment Services

Career and Employment Services assists current students and members of the public in exploring and choosing career goals and paths and provides current students with job search supports. The unit also assists employers in hiring college students and graduates.

In *2002/2003*, the Centre:

- Registered 263 clients for career counseling.
- Provided job search assistance to 295 students. Of that number 60% were provided with assistance on job search techniques, 31% on resume writing, 4% on interview skills, and 5% with a combination of all three.
- Received 933 job ads from employers and posted them on Campus WorkLink, an internet job posting and resume service. The ads were also sent to program co-ordinators for posting on bulletin boards in program areas. The Employment Services Coordinator had 746 contacts with employers and serves as a liaison between program co-op coordinators and employers.

## Counselling Services

Professional counsellors provide academic, personal, financial and career counselling to current students.

In *2002/2003*, Counselling Services:

- Experienced a total of 5171 appointments by students, an annual increase of 12.5%. The total number of students receiving counselling services (excluding career counselling) was 1223. Fifty-nine percent of students who registered for counselling services declared a disability which is an increase of 18%.
- Assigned a counsellor to the Main St. Campus to serve students in programs delivered by the Language Training Centre and Academic Development Services two days per week. The same counsellor delivered counselling service at the Princess St. Campus one day per week.

## Support Services to Students with Special Needs

A variety of special support services are provided:

- ASL/English Interpretation and/or computerized note-taking are provided to students who are Deaf or hard-of-hearing. In *2002/2003*, these services were provided to a total of 29 students.
- Exam accommodations may be provided to students with physical, psychological, or learning disabilities as well as to students for whom English is a second language. A total of 477 students received exam accommodations for 3165 exams during the *2002/2003*

academic year. Of the 477 students, 38 were students writing exams for courses from other post-secondary institutions or organizations.

- Arrangements to provide materials in alternate formats were made for 8 students. A CCTV (print enlarger) was received on a permanent loan from the Department of Education. This equipment has been placed in the Library so that library materials are accessible to visually impaired students.

## Tutoring Services

Individual tutoring is available to all students and may be delivered by staff or peer tutors. Tutoring services are provided to students at the five Winnipeg campuses: Notre Dame, Princess St., Main St., Stevenson Aviation and Aerospace Training Centre, and St. Boniface Arts and Technology Centre.

In 2002/2003, Tutoring Services:

- Introduced group tutoring sessions which increased the number of students that could be served. A total of 803 individual students received tutoring service, an increase of 70% over last year.

  Of that number, 376 received individual peer tutoring; 262 students attended group tutoring sessions or topic specific workshops only; and 165 were students with a disability. One hundred and two students took part in both group tutoring sessions/workshops and individual tutoring sessions. One hundred and one students were employed as peer tutors.

## Student & Community Advisor and Diversity & Inclusive Initiatives

This office offers support services to immigrant, refugee, and visible minority and second-language students and provides a leadership role in implementing College-wide diversity initiatives.

In 2002/2003, the following services were provided:

- Provided advice to 301 current and prospective students; 46 diversity workshops to 1180 students in 12 academic programs and 4 diversity/inclusive learning workshops to 70 staff; 43 College-wide diversity events attended by 1841 student and staff; and 3 workshops for 38 ESL students.
- Planned, organized and facilitated, in conjunction with the Director of Research and Planning, an Immigrant and Immigration Forum with 123 community representatives, students, graduates and staff participating. The Forum generated a preliminary report on the barriers faced by immigrant students and strategies the College could implement to address these barriers.

## Recruitment

An interactive CD-ROM to be used in recruiting high school students in the province was produced by staff from Enrolment Services, Marketing, and Learning Technologies. The CD-ROM was presented to high school counsellors at the Fall 2002 Counsellor's Seminar and given to each high school student attending Red River College information sessions through out the academic year. The CD-ROM profiled the services and programs of the College and provided potential applicants an opportunity to learn more about RRC while entering a competition for prizes.

## Program and Information Advising Centre

The Program and Information Advising Centre provides a focus for prospective students to receive information and guidance on College programming. Two academic advisors provide pre-enrolment advising in 1586 appointments, 1258 phone calls and 236 drop-in visits for a total of 3080 in 2002/2003 compared to 1787 in the previous year. The academic advisors also provided advising service to 239 current students.

## Assessing and Recognizing Prior Learning

For over twenty years, RRC has implemented Prior Learning Assessment and Recognition (PLAR) processes to measure the prior learning that students have gained from work and life experiences and formal education for College credit equivalency. PLAR is a process of identifying, documenting, assessing and recognizing what a student already knows and can do in relation to the outcomes of College courses/programs. In the past few years, the College has awarded 2300 course credits through PLAR processes in addition to transfer of credit. The College's PLAR Strategic Plan (1999-2001) provides the guidelines for the integration, implementation and expansion of PLAR processes.

In 2002/2003, the College:

- Continued to provide PLAR advising and information for prospective and current students as part of the College's Program Information and Academic Advising Centre.

- Continued the development and revision of PLAR processes and resources in College programs.

- Developed a PLAR Course/Program Inventory identifying College courses with PLAR processes developed. To date over 350 courses are listed on the inventory.

- Provided two levels of PLAR training (i.e. PLAR Foundation and PLAR Practitioner (advanced) courses) for faculty, staff of Manitoba's post-secondary institutions and other organizations/individuals. The two courses offered via onsite and online delivery provide basic and advanced training in PLAR processes and systems development. This training is used throughout the province and in the past two years, over 200 participants completed the PLAR Foundation Course.

- With six partner colleges from across Canada, RRC completed a second PLAR research study - Feedback from Learners: A Second Cross Canada Study of Prior Learning Assessment and Recognition (PLAR) (April 2003). The Study surveyed learners on their experiences with PLAR between 1998-2001 and updated a PLAR database to include data on over 7200 learners and 14,000 PLAR assessments at the seven partner institutions.

- Presented PLAR workshops at provincial and national conferences (i.e. MPLAN UNEVOC, Association of Canadian Community Colleges (ACCC) and at the National Best Practice symposium - Building Community Capacity to Recognize Learning).

## Language Training Centre

The RRC Language Training (LTC) offers basic and advanced level programming to develop the practical, speaking, listening, reading and writing skills of students. A variety of English for Specific Purposes programs are provided to permanent residents of Canada and to international students.

Highlights for 2002/2003 were:

- The LTC delivered the highest number of intakes in its history. It offered 42 sections of a range of English for Specific Purposes programming during the year at the Main Street Campus.
- The Centre for Canadian Language Benchmarks in Ottawa contracted with Red River College for its Language Training Centre (LTC) to undertake Phase II: The Development of a Nursing-Specific Language Assessment Tool. An assessment tool, Canadian English Language Benchmark Assessment for Nurses (CELBAN), was developed with content that reflects the language demands of the nursing profession in Canada. The CELBAN measures the English language proficiency of nurses in four separate areas: Speaking, Listening, Reading and Writing. The CELBAN was pilot tested with internationally-educated nurses and nursing students at six locations across Canada. Lucy Epp and Catherine Lewis, LTC instructors, were the project researchers and Audrey Bonham, LTC Chair, served as the project manager.
- The Language Training Centre, with funding from Manitoba Labour and Immigration, completed projects to determine the language levels and skills required according to the Canadian Language Benchmarks for the pharmacy profession.
- Paz Bowman, LTC instructor, spent several weeks at the Instituto Tecnologico de la Costa Grande in Zihuatanejo, Mexico working with ITCG staff and the hotel industry to assist with the development of programming appropriate for the Mexican market.
- Audrey Bonham, LTC Chair, and Shelley Bates, LTC Program Officer, visited Camosun College in Victoria, B.C. to provide a workshop for their ESL department on aspects of implementing the Canadian Language Benchmarks into their program.
- Representatives from the ESL departments at the Southern Alberta Institute of Technology (SAIT), the University of Ottawa and Camosun College visited the LTC to learn more about its ESL programming and the work done by the department using the Canadian Language Benchmarks.
- The LTC provided practicums for ESL teacher training programs at the University of Manitoba and Providence College.

## Academic Support Services

The Academic Development Services (ADS) department delivers academic preparation programs, administers the peer and staff tutorial services for the entire College and provides programming options for those students who desire a sampling of College courses from a variety of programs through the General Studies program. Mathematics is the most heavily subscribed course in all ADS programs. The demand for English 40S courses has increased significantly. The ADS department offered two English 40S courses in each term. The overwhelming majority of ADS students indicate their intention to pursue post-secondary programming once they obtain the academic prerequisites to meet entrance requirements.

In addition to its regular range of programming, in 2002/2003, ADS:

- Received a $250,000 grant from Manitoba Education, Training and Youth for the delivery of Adult 10, 11, and 12 programs as well as the College Preparation for Aboriginal Students program. This grant allowed the College to waive tuition for students enrolled in these programs in the 2002/2003 academic year.
- Worked with the Adult Learning and Literacy Branch of Manitoba Advanced Education and Training to allow it to request registry as an Adult Learning Centre for 2003/2004. In May 2003, Adult Learning and Literacy (ALL) recognized Audrey Bonham as Education Director for Adult Learning Centre activity through the College and confirmed funding for 2003/2004.

## Adult Education Certificate

College faculty members are recruited for their expertise in an occupational field. To help them develop strong teaching skills, all permanent faculty are required to obtain a Certificate in Adult Education (CAE). The CAE program is a post-secondary certificate program in adult education that is delivered through Manitoba's colleges. The program is continually reviewed and revised with new courses being developed to reflect new initiatives in the colleges and in adult education. Manitoba is one of only a few provinces to require college faculty to have post-secondary training in the development and delivery of training for adult students.

## Achievements of Students and Graduates

The talents of Red River College students were again recognized for their achievements at the College and in competitions and projects across the country and around the world:

• Culinary Arts students competed in the Brandon Chefs Association Wheat City Hot Food competition in April 2003. Garth Yoshino won the Top Student award and a gold medal. Silver medals were won by Jamie Snow, Lara Thordarson, Mellissa Da Silva, Jo-anne Baylon, Colin Ayotte and Ariel Schor.

• Culinary Arts students under the direction of John Reimers and Jeff Gill, Culinary Arts instructors, prepared the food for the Queen's 50th Jubilee Dinner at the Legislative Building on October 8, 2002. All the Culinary Arts students were greeted by Her Majesty when she departed from the dinner.

• The Department of Foreign Affairs selected first-year Creative Communications student Mauricio Martinez to participate in the International Notebook Program. Mauricio competed with students from all of Canada's university and college Journalism programs to spend a week studying with the Department of Foreign Affairs and International Trade in Ottawa.

• Two Advanced Graphic Design Diploma students, Jonato Dalayoan and Ryan Wibawa, won Signature Awards from the Advertising Association of Winnipeg's annual awards event honoring outstanding professional work. They won in the "Best Student Work" category.

• Digital MultiMedia Technology student Gilles Alleyne was chosen as the winner in a video spot competition sponsored by Global Digital Television. Gilles' work was chosen for most successfully portraying the topic of the competition, "Extreme Sports".

• Daniel Eckhoudt won the Refrigeration Service Engineers Society (RSES) new graduate recognition award.

• The Manitoba Skills Competition took place April 2003 at Red River College. Gold medals were awarded to Jeremy Knutt (Auto Collision Repair), Dave McLean (Auto Service Technology) and Brent Murrary (Outdoor Power Equipment). Silver medals were awarded to Zakary Asmundson (Auto Collision Repair), Joel L'Heureux (Auto Service Technology) and Shane Murray (Outdoor Power Equipment). Bronze medals were awarded to Adam Fleming (Auto Collision Repair), Adrian Miketon (Auto Service Technology) and Ryan Gander (Outdoor Power Equipment).

• The Canadian National Skills Competition was held in Kitchener, Ontario in May 2003. Gold medals were awarded to Jonathon Epp (Aircraft Maintenance Engineer – Apprenticeship) and Paul Furet (Cabinet Making). Silver medals were awarded to Dave McLean (Auto Service Technology – Apprenticeship), Chevy Peters (Aircraft Maintenance Engineer Diploma program) and a team of Jenna Findlater and Benjamin Zinn (Landscaping). Bronze medals were awarded to Lorin Elias (CNC), Matt Stephens (Machine Shop) and Adam Harvey (Bricklaying).

Lieutenant-Governor's Medal award winners in 2002-2003 were:

- Maggie Brown
  *Computer Accounting Technician*
- Lisa M. Knechtel
  *Diploma Nursing (Accelerated)*
- Leon Plett
  *Structural Technology*
- Karen Elizabeth Price
  *Early Childhood Education*

Gold Medal winners at the 2003 graduation were:

- Doris S. Mayham
  *Aboriginal Language Specialist*
- John B. Gore
  *Aboriginal Self-Government Administration*
- Dennis Christianson
  *Aircraft Maintenance Engineer*
- Tyler Lance Osmond
  *Aviation Management*
- Patricia Anne Dykes
  *Animal Health Technology*
- Daniel R. Papineau
  *Automotive Technician*
- Delaney Miller
  *Business Administration*
- Olena Skorinko
  *Business Administration*
- Rebekah Jane Hiebert,
  *Chemical and Biosciences Technology*
- Kathryn K. Kubin
  *Child and Youth Care*
- Leon Plett
  *Civil Technology (Structural)*
- Peter J. Teeuwen
  *Computer Analyst/Programmer*
- Karla Zubrycki
  *Creative Communications*
- Heather A. Broeska
  *Culinary Arts*
- Laurel J. Plett
  *Diploma Nursing (Accelerated)*
- Kimberley Anne Falk
  *Disability and Community Support*
- Karen Elizabeth Price
  *Early Childhood Education*
- Eric Johnson
  *Electronic Engineering Technology (Computer)*
- Eve C. Schellenberg
  *Graphic Design*
- Jana Asmundson
  *Greenspace Management*
- Christine Davies
  *Hotel and Restaurant Administration*
- David R. Witwicki
  *Information Systems Technology*
- Sarah J. Richer
  *Library and Information Technology*
- Terence Suderman
  *Mechanical Engineering Technology*
- Cheryl Joan Fuhl
  *Medical Radiological Technology*
- Stacey Lynne Edwards
  *Teacher Education*
- Joshua H. Vegter
  *Wood Products Manufacturing Technology* •

# New directions

Red River College has a rich heritage of developing and delivering premier applied learning in Manitoba. It is a heritage of success in connecting the economic, cultural and social aspirations of people to a prosperous and sustainable Manitoba through quality applied education and research.

Based on this foundation, the College will continue its transformation as a premier learning centred college into the future. It is a future full of promise for learners and the Province. A future that will see the College continuing excellence in teaching and learning, building innovation in Manitoba through applied research, growing applied learning opportunities, opening new facilities and improving existing facilities, advancing its financial strength through fundraising and partnerships, and enhancing a respectful and safe learning environment.

## Excellence in Teaching and Learning

RRC is dedicated to excellence in the teaching and learning process. The strategy is to increase the understanding of the teaching-learning process, promote teaching as a scholarly activity, and encourage conversations and collaborations about teaching and learning among all members of the College community.

The College is in the knowledge business and our most important product is knowledge. In promoting excellence in teaching and learning both within and across the many programs that comprise Red River College, it is essential that instructors must stay current with new knowledge, instructional methods, and technologies that affect the pedagogical process. Effective teaching likewise requires that faculty know about students and the diverse cultures from which they originated and in which they live. The College will focus on excellence in the following ways:

- Supporting professional development for faculty in achieving advanced academic credentials through such initiatives as graduate study at RRC through Central Michigan University and undergraduate study in Technical Education through Ferris State University (Grand Rapids, Michigan).

- Enriching the curriculum through a continuous improvement process of instructional design based on an understanding of adult learning principles, constructivist learning and recent brain research. Moreover curriculum quality control and renewal will be enhanced through an invigorated curriculum validation review and renewal process.

- Embedding learning outcomes in all programs to ensure technological competence, employability skills, cultural understanding and ethical practice. This will ensure learners achieve a portfolio of learning achievements to provide them with the knowledge, skills and abilities to be a world-class workforce in Manitoba to secure advantage in a rapidly changing and globalizing world.

- Measuring progress in teaching and learning through mid[illegible]n formative student course evaluations and moving toward an on-line student evaluation of instruction system to allow all students to assess all programs.

- Redesigning the "learning Portfolio." It will encompass within the College the full range of academic programming. A "learning portfolio" emphasizes the focus on learning for all members of the College community, which arises from the fact that RRC is a learning centred college. The new learning portfolio will bring together learning to ensure that the College will continue to manage growth and innovation over the coming years.

  The Learning Portfolio mission will be: To help create successful careers for learners and a skilled workforce for the community through the delivery of innovative, high quality applied education and research programs that provide graduates who possess the flexibility and curiosity to learn and adapt in a changing environment.

## Applied Research

Applied research aims to solve the practical problems of the real world. It is research concerned with the application of knowledge, material and or techniques directed towards the solution of an existing or anticipated requirement. It includes technology transfer, rapid prototyping, and the timely development and commercialization of new products and processes. Applied research is an essential part of the mission of the College. The focus is to help improve the productivity, competitiveness and innovation of Manitoba business and industry, along with improving the educational experience of students.

Red River College's applied research mission is to assume a leading role in the application of knowledge through directed applied research in specific areas of expertise, enhance the connectivity between College expertise and the needs of industry, government and the community, and to create an institutional climate of support for applied research. This includes involving faculty, staff and students in applied research by encouraging a spirit of inquiry in the curriculum and by creating more pathways into applied research.

The College will also strive to educate the next generation of applied researchers, equipping them to assume leadership roles in their respective fields, and seek and enhance professional applied research partnerships with other colleges and universities and public and private enterprises to combine strengths and to provide further opportunities for the application of knowledge through applied research.

## Centre for Applied Research in Sustainable Infrastructure

This new focus on applied research is demonstrated by the development of the Centre for Applied Research in Sustainable Infrastructure (CARSI). This grassroots initiative from faculty within the College's Civil CAD Technology Department will help develop advanced sustainable infrastructure technologies and products in Manitoba through innovation and excellence in applied research. The project has been supported by a major research infrastructure grant from the Canadian Foundation for Innovation and a matching major grant from the Manitoba Innovation Fund through the Province of Manitoba. In addition the project is supported by the College itself and other external partners.

The grants will allow for the construction of a new 7,500 sq. ft. building lab in the coming years. It will be a model sustainable intelligent building itself and will demonstrate energy efficient and alternate energy techniques as well as incorporate advanced composite materials. The research centre will house two major laboratories in construction materials and in environmental technology.

## Applied Research Office

RRC will establish an Applied Research Office (ARO) as a gateway to connect faculty researchers with the research needs of the Province. It will coordinate the College's applied research activities by:

- facilitating cooperation with partners (both internal and external),
- promoting a culture supportive of applied research,
- creating more academic-industrial interaction, and
- communicating with the community about RRC's research.

The Office will support Manitoba's "At the Forefront of Innovation" report. The innovation strategy will advance priorities in sustainable industries, bio-sciences, advanced manufacturing, aerospace, and alternative energies.

The development of the office will be supported in part by Western Economic Diversification Canada. Supported activities include a small projects research fund, mentoring and development of RRC faculty, internal and external workshops, professional development, and the development of an inventory of faculty research expertise.

## Expanding the Educational Opportunities for Manitobans

To succeed in the knowledge based economy Manitoba will need to continue to develop a well-educated and highly trained population. RRC will continue to support this through:

- Increasing program offerings in support of key economic development sectors identified as critical for Manitoba, such as, Aviation and Aerospace, Advanced Manufacturing, Health Care, Life Sciences, Information Technology, New Media, Biotechnology, Apprenticeship, and Aboriginal Education;
- Increasing learning opportunities through new and expanded programming, the enrichment of facilities, and the use of e-learning technologies;
- Developing innovative learning strategies such as Prior Learning Assessment and Recognition (PLAR), hybrid (face-to-face and web enabled) learning, dual credit (school and post-secondary) courses and articulation arrangements with high schools, other colleges and universities;
- Through the support of the College Expansion Initiative develop the following new and expanded programming:
  - Final phase of the Distance Education expansion initiative
  - Technology Management
  - Business Administration E-Business Major
  - Information Systems Technology (IST) Expansion: Database Specialization;
- Exploring new College credentials as appropriate for the needs of learners and the economic development of the Province. Industry and business are requiring higher levels of learning in technology, production, logistics, and processes, as they become more knowledge intensive. Employers are seeking graduates with advanced and sophisticated skills; skills often not attainable through a two-year diploma program, or through a university Baccalaureate Degree program. These applied degree programs are currently being introduced into colleges in British Columbia, Alberta, Ontario and Newfoundland and Labrador;
- Developing and delivering a comprehensive array of for-credit Continuing Education offerings to address the continuous learning and upgrading of those already in the workforce;
- Providing diverse International Education programming to support the recruitment, retention and workforce preparation of immigrants and international students, and;
- Expanding customized training to meet the specialized requirements of employers.

## New Downtown Princess Street Campus

Phase II, the largest phase of the Princess Street Campus opened for classes on September 2, 2003. Approximately 1200 students will attend full-time programs at the Princess Street Campus. After the completion of Phase III in 2004, there will be space for over 2000 full-time students.

The opening of Phase II of the Princess Street Campus provides learners and faculty with a full range of support services, making it a true "campus". With a "one-stop-shop" service desk for students, bookstore, fully digital learning commons, integrated Learning Assistance Centre, help desks, wireless access to networks, lounging space, multi-purpose room, Students' Association offices and store, and a Continuing Education service centre, the new campus has "arrived". Other facilities such as the lecture theatre, fitness centre and radio studio will be available in Phase III.

The Princess Street Campus has received $34.9 million in funding toward construction costs from the Province of Manitoba and $17 million in heritage credits and property tax breaks over a 20-year period from the City of Winnipeg.

## Physical Infrastructure

Program and enrolment expansion will impel the growth of facility and equipment infrastructure. A major addition is the Princess Street Campus but there are other developments in the future as RRC transforms into a multi-campus College unified by a common vision and mission. Milestones in the future will include:

• A twenty-five year campuses plan for the College to develop a vision to guide the long term evolution of space to meet the future needs of Manitoba learners and the growth of the knowledge economy in Manitoba.

• A five- to ten-year facilities plan. This will include a short term plan to guide the backfill renovations at the Notre Dame Campus as programs are transferred to Princess Street, opening space at Notre Dame for expanded and new programming. An emphasis will be placed on developing strategies to upgrade and modernize facilities in J, M and B buildings. In addition, a long term strategy will be developed for facilities to support heavy equipment transportation training.

• The College will work with the Students' Association in partnership in the development of Student Street at the Notre Dame Campus.

• Regional Campuses will continue to enhance their physical capacity as local requirements prove.

• The Millennium Park will arise around the main campus providing a vibrant and inviting environmental space for students, staff and the surrounding community.

## Partnership Development

RRC will continue to foster partnerships and alliances with national and international institutions, industry, business, government, school divisions, and community organizations. The College is committed to enhancing its role in the external community to keep at the cutting edge of marketplace needs and to anticipate and address changes in all areas affecting the College and its students. Forging partnerships with recognized industry leaders will ensure the College stays at the forefront in the high-tech training industry. Advances in partnerships will include:

• The $5 million Princess Street Capital Campaign. This is the largest campaign undertaken by Red River College. The money raised through this campaign will ensure the new Campus will be a state-of-the-art, learning facility offering leading-edge programs for Manitoba students in business, technology and creative arts. The Campaign provides the opportunity to recognize Red River College's contribution to the Province and to ensure that the Campus is a centre of excellence for career training.

• Technology partnerships. These will ensure that the Princess Street Campus will provide Manitoba with a world class facility for delivering leading edge business and technology programs. The partners are:
  - CISCO Systems
  - Hewlett Packard
  - Manitoba Telecom Services
  - Powerland Computers.

• Joint programming and other partnership opportunities with such organizations as the Centre for Aboriginal Human Resource Development.

• Developing alliances with industry to offer the best possible training for students now and in the future. An example is a generous donation from both Loewen and Paramount Windows. The significant donation, which comes in the form of display windows, hardware, materials and information will be presented specifically to the Wood Products Manufacturing Technology program (to be used for a new class called Window Technology) at the Notre Dame Campus.

## A Healthy, Sustainable and Safe Work Learning Environment

The College will provide a safe, healthy learning environment that promotes performance and allows all college members to participate and grow, respectful of each other and the diversity of the College and society. This will include a focus on environmental health and safety matters. It will mean developing a safety culture and ensuring a safe workplace in recognition of the workplace legislative changes in the province.

The College will monitor and measure the attitudes of faculty and staff through the "well-being in the workplace" project. Red River College will also develop a plan and process to become a model sustainable development (environmental, social, economic) college. •

# Academic Programs

## ABORIGINAL AND TEACHER EDUCATION

**Dean Mary Courchene**
**Room F116, Phone 632-2534, email mcourche@rrc.mb.ca**

The division offers a number of strategic programs and services designed to assist students from various backgrounds to be successful in all areas of the College. An important focus has been co-operative work with the Aboriginal community. The division continues to improve programming and supports for Aboriginal (Metis, First Nation and Inuit) students and to improve services to Aboriginal communities by partnering with organizations and agencies in providing community-based education programs.

This division includes two academic departments: Aboriginal Education and Program Development, and Teacher Education, as well as the ACCESS programs and the Aboriginal Resource/Student Centre.

### ACCESS Model Programs

The ACCESS Model Program is designed to provide admission to specific Red River College programs for low-income individuals who have not had the opportunity because of social, economic or cultural factors; formal education; or geographical location (inaccessibility to post-secondary institutions).

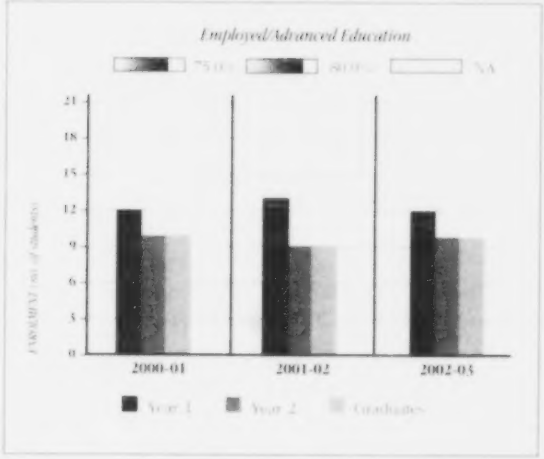
This program offers entry into the following programs:

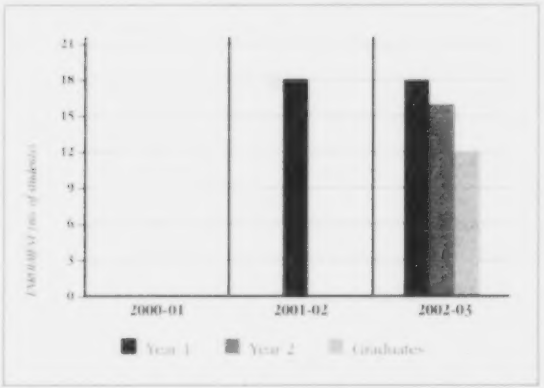
- Southern Nursing Program
- Business Administration Integrated
- Integrated Science and Technology (ISTAP) (Civil CAD)
- Other discretionary Red River College certificate or diploma programs

### Aboriginal Language Specialist

*Two-year diploma program*

This program trains fluent Algonquian speakers (Cree, Ojibwe, Oji-Cree and Michif) in translating and interpreting in a variety of settings. The initial focus is in the legal and medical areas which require both Algonquian and English interpretive skills. Graduates find employment as interpreters in the court and medical system as well as with Aboriginal organizations, agencies, and government agencies.

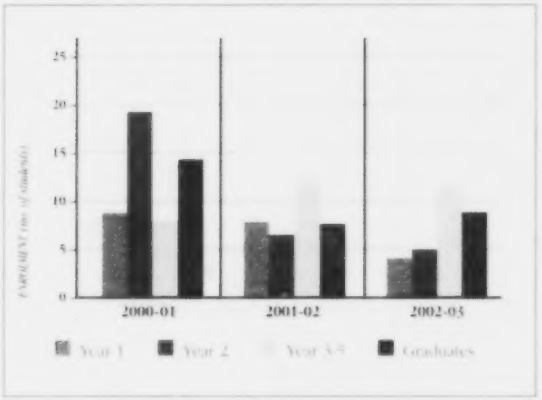





## Aboriginal Self-Government Administration

*Two-year diploma program*

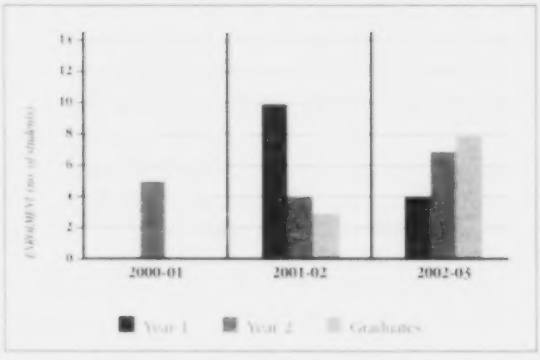
This program provides training for Aboriginal students in the Aboriginal self-government process. Training is provided in all the fundamental aspects of the self-government process, including knowledge of political systems, traditional and existing models of self-government, and the skills associated with administration, finance, management and policy analysis.




## Business Teacher Education

*Five-year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg*

The Business Teacher Education program develops knowledge and skills in general business, accounting, marketing and secretarial; including technical skills in computer applications, word processing and computer accounting; and teaching methodology in business. Successful completion of the five-year program results in a Bachelor of Arts degree and a Bachelor of Education degree from the University of Winnipeg, as well as a diploma in Business Teacher Education from RRC. Graduates are eligible for a Permanent Professional Teaching Certificate from Manitoba Education and Training which allows them to teach in secondary schools in Manitoba.




## Business Teacher Education - After Degree

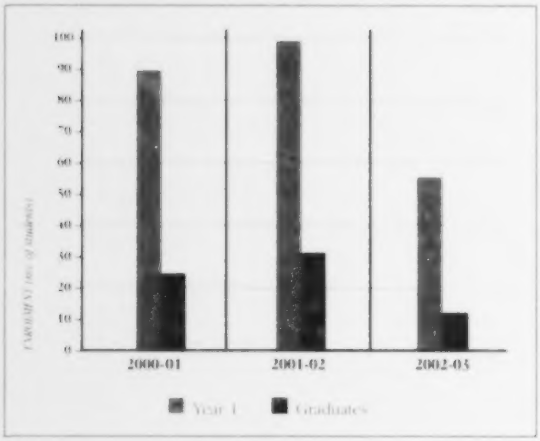
*Two-to-three year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg*

The After Degree Teacher Education program is a two-to-three year joint Bachelor of Education degree with the University of Winnipeg for holders of an undergraduate degree. Emphasis in the RRC portion of the program is directed at developing the technical knowledge and skills in business, combined with teaching methodology, required for the teaching major in business education. Graduates are eligible for a Professional Teaching Certificate from Manitoba Education and Training, which allows them to teach in secondary schools in Manitoba.

## College Preparation for Aboriginal Students

*One-year certificate program*

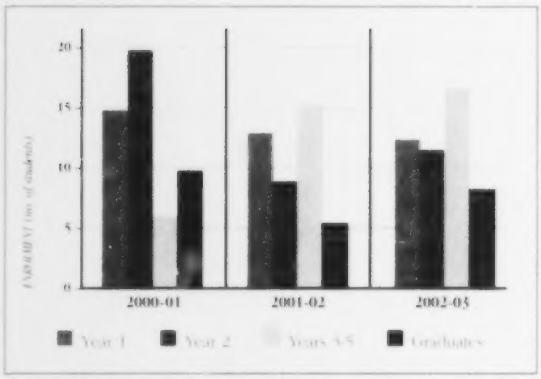
The purpose of this program is to assist Aboriginal students in the development of mathematics, science, communications and professional skills. The program is designed to prepare students to take further training at the College and or broaden employment opportunities.




## Industrial Arts/Technology Teacher Education

*Five-year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg*

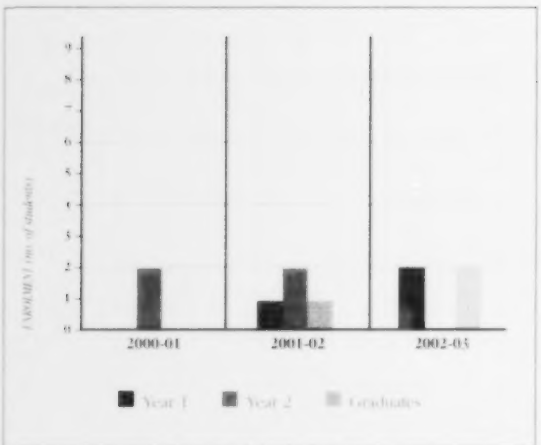
This program develops knowledge and skills in manufacturing, power and energy, graphic communications and construction; including computer applications, and teaching methodology in industrial arts and technology education. Successful completion of the five-year program results in a Bachelor of Arts degree and a Bachelor of Education degree from the University of Winnipeg, and a diploma in Industrial Arts Teacher Education from RRC. Graduates are eligible for a Permanent Professional Teaching Certificate from Manitoba Teacher Education and Training which allows them to teach in secondary schools in Manitoba.

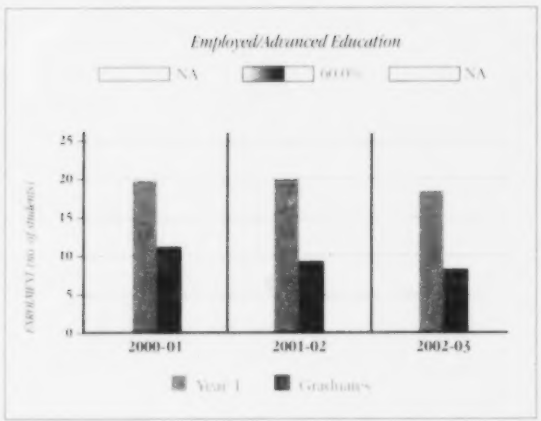



## Industrial Arts/Technology Teacher Education - After Degree

*Two-to-three year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg.*

The After Degree Teacher Education program is a two-to-three year joint Bachelor of Education degree program with the University of Winnipeg for holders of an undergraduate degree. Emphasis in the RRC portion of the program is directed at developing the technical knowledge and skills in industrial arts technology, combined with teaching methodology, required for the teaching major in industrial arts technology education. Graduates are eligible for a Professional Teaching Certificate from Manitoba Education and Training, which allows them to teach in secondary schools in Manitoba.

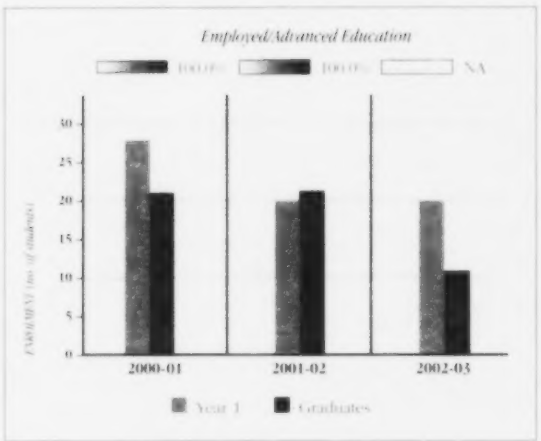





## Microcomputer Applications

*One-year certificate program*

This program provides Aboriginal students with training in a number of computer software applications, accounting, and communication skills for use in businesses and organizations. Depending upon individual interest and ability, students who complete the program are able to work in a wide range of positions with businesses and organizations from clerical to administrative functions.




## Vocational Industrial Teacher Education

*One-year accelerated diploma program*

This program provides the knowledge and skills required for certification by Manitoba Education and Training. Graduates are eligible for a Permanent Special Vocational Industrial Teaching Certificate from Manitoba Education and Training which allows them to teach in their vocational area in secondary schools in Manitoba. Graduates are also granted credit for the first two years of the four-year Bachelor of Education program at the University of Winnipeg. Graduates find employment in teaching positions in high schools offering vocational industrial programs and in community colleges.

# APPLIED SCIENCES

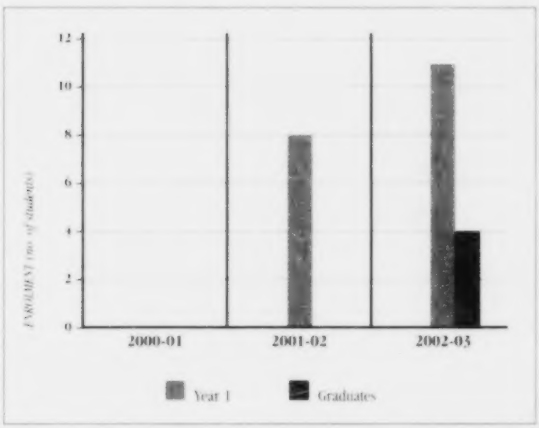
***Dean Barry Garbutt***
***Room A135, Phone 632-2215, Email bgarbutt@rrc.mb.ca***

This division consists of four departments: Community Services; Electrical/ Electronic Engineering Technology; Health Sciences; and Nursing. These departments provide training in joint baccalaureate, advanced diploma, apprenticeship, diploma and certificate programs. As well, the division is involved in a number of human and health service partnerships with other agencies.

## Advanced Network Technology

*One-year advanced diploma program*

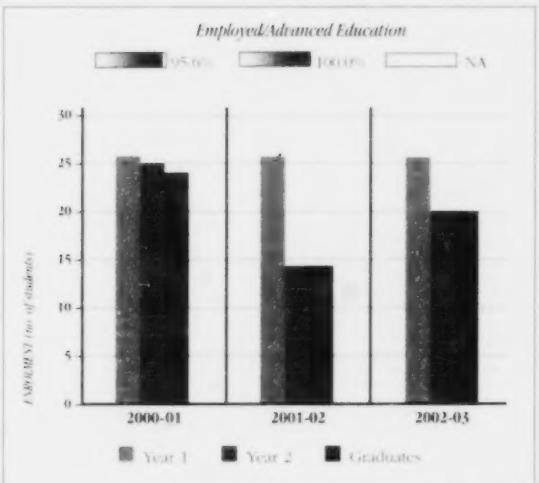
This multidisciplinary program encompasses courses covering a range of topics from windows client and server operating systems, computer hardware, advanced networking, network cabling, Unix, and web development courses. Graduates will have a deeper understanding of computer systems through focus on current hardware, operating system and network technologies.

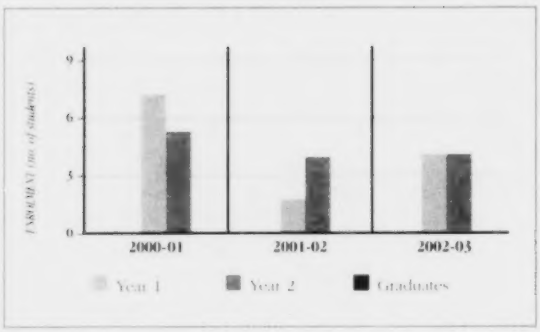



## Animal Health Technology

Two-year diploma program

This program trains students to develop the knowledge and skills required to be a member of the animal health care team. Graduates find employment in private veterinary practices, farm production units, research laboratories and with zoological collections and the federal or provincial governments.

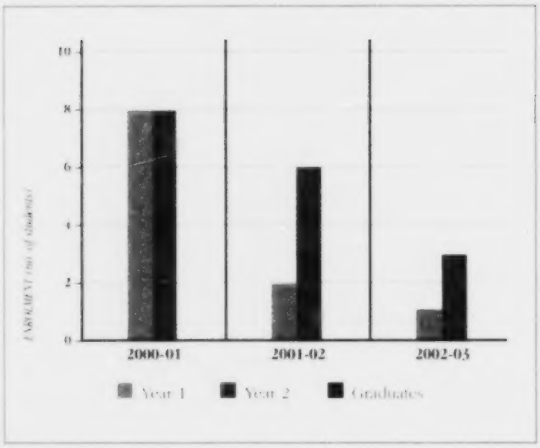





## Applied Biology

*Joint four year degree program offered in partnership with the University of Winnipeg*

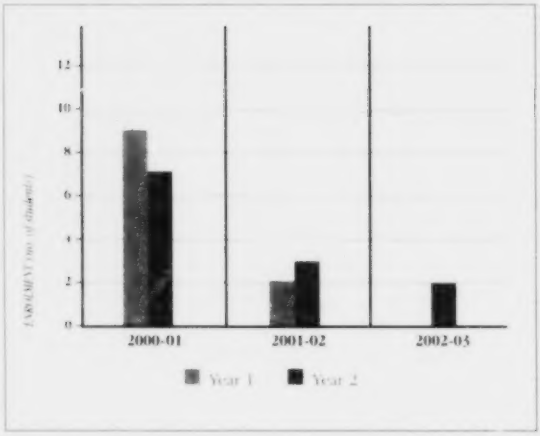
This program has been developed to address the needs of the health-based industries of Manitoba. Biotechnology is the area of emphasis. Students may begin the program at either RRC or the University of Winnipeg, but must apply at the University first and meet the entrance requirements.




## Applied Chemistry

*Joint four-year degree program offered in partnership with the University of Winnipeg*

This program was developed to meet the requirements of both the four-year Chemistry major at the University of Winnipeg and the two-year Chemical and Biosciences Technology program at the College. Students successfully completing the entire program will qualify for both a Bachelor of Science degree from the University of Winnipeg and a Chemical and Biosciences Technology diploma from RRC.




## Applied Environmental Studies

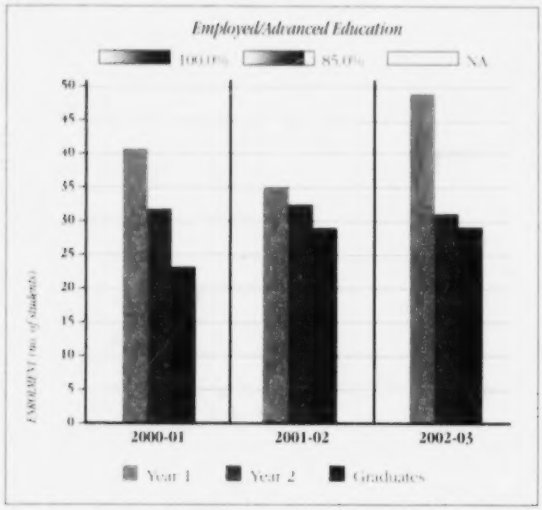
*Joint four-year degree program offered in partnership with the University of Winnipeg*

Applied Environmental Studies is a joint degree program with the University of Winnipeg. It is designed to address the human resource needs of the environment-based industries of Manitoba. Ecology and sustainability are the two areas of emphasis.

## Chemical and Biosciences Technology

*Two-year co-op education diploma program*

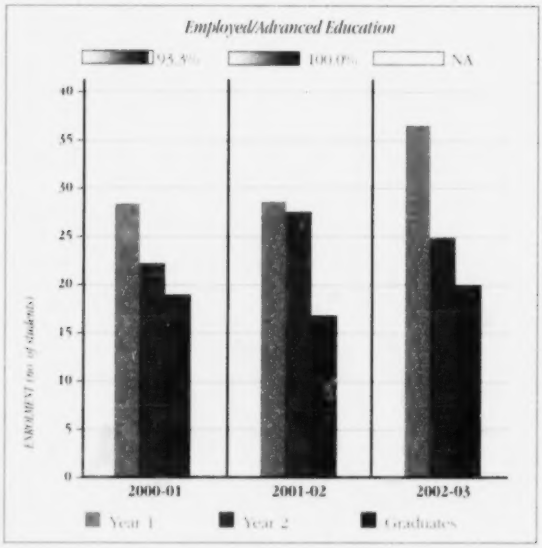
On completion of this program, students will have the knowledge and skills required to work as technologists in the chemical field. Graduates find employment as technologists in the following areas: analytical analysis, research chemistry, quality assurance and biotechnology.




## Child and Youth Care

*Two-year diploma program*

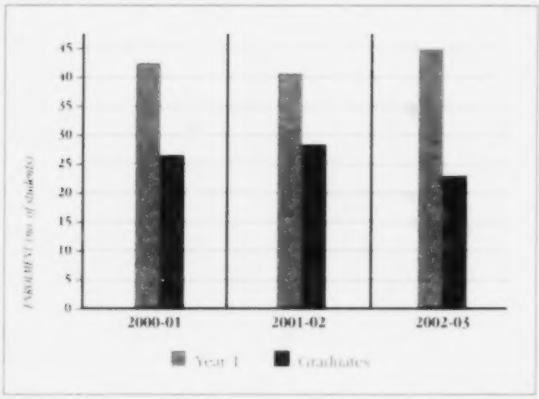
This program trains practitioners to help children, youth and their families develop their strengths and skills to identify and resolve concerns that occur in their lives. Child and Youth Care practitioners work in a wide range of settings with children and youth experiencing behavioural and/or emotional difficulties. The need for child, youth and family support expands in response to the multiplicity of social and economic issues affecting communities.

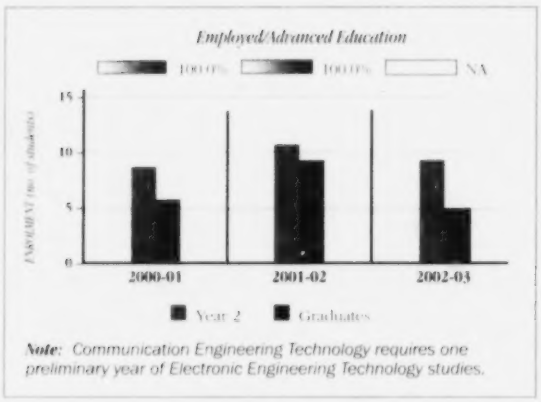



## College Preparation for Nursing

*One-year certificate program*

This program is designed to provide students with the academic and professional skills necessary to enter and be successful in the Joint Baccalaureate Nursing Program.



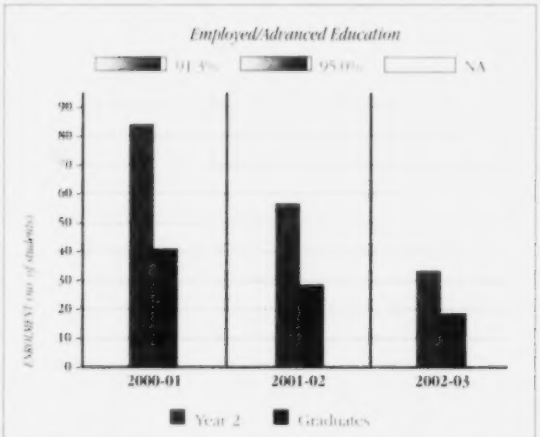



***Note:*** *Communication Engineering Technology requires one preliminary year of Electronic Engineering Technology studies.*

## Communication Engineering Technology

*Two-year diploma program*

Students learn to specify, configure, implement, test, troubleshoot, and repair communication systems. Due to the increasing presence of communication systems in modern industry and commerce, graduates are expected to find employment with a wide variety of companies in communications systems technical support, technical sales, servicing and research and development.

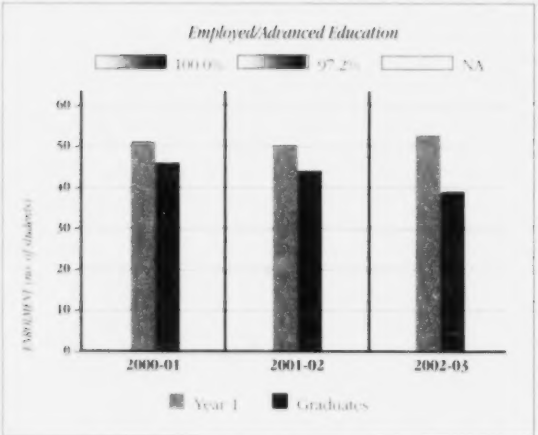



***Note:*** *Computer Engineering Technology requires one preliminary year of Electronic Engineering Technology studies.*

## Computer Engineering Technology

*Two-year diploma program*

This program develops a broad general background in electronics with specialty training in computer hardware and software, including troubleshooting, maintenance and servicing. Graduates find employment in almost every aspect of industry: in research and development, installation, testing and maintenance, design and marketing.




## Dental Assisting – Level 2

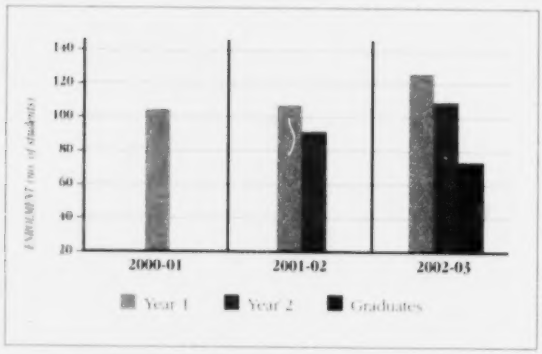
*One-year certificate program*

This program develops the skills required to assist the dental operator in all dental procedures, mixing materials and preparation of instruments, operatories and patients. Graduates find employment in private dental offices, large clinics and in government public health programs.

## Diploma Nursing - Accelerated

*Two-year diploma program*

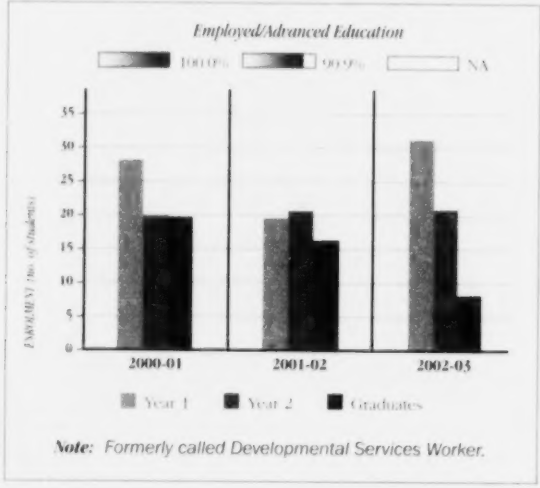
The Diploma Nursing (Accelerated) [DNA] Program is a 25-month continuous program. On successful completion of the program, graduates are awarded a Diploma in Nursing from Red River College and are eligible to write examinations to become members of the College of Registered Nurses of Manitoba and use the designation "Registered Nurse". Registered Nurses graduating from a diploma program focus on promoting health and caring for those already ill. They provide services to individuals and families in many settings, but primarily in health care institutional settings.




## Disability & Community Support

*Two-year diploma program*

This program provides the knowledge and skills required to provide quality assistance to people with an intellectual disability living in the community. Positions may be found in community residential settings, employment-related programs, and developmental and educational services.

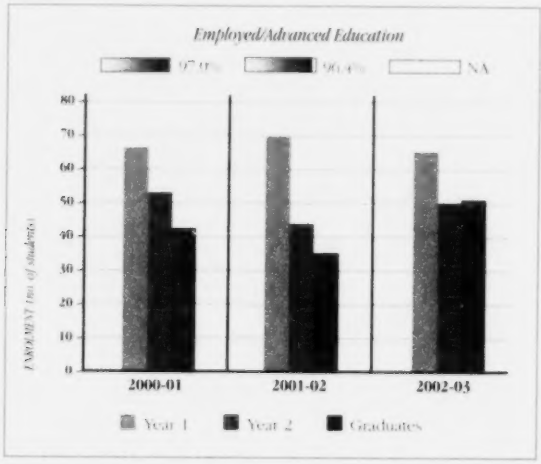


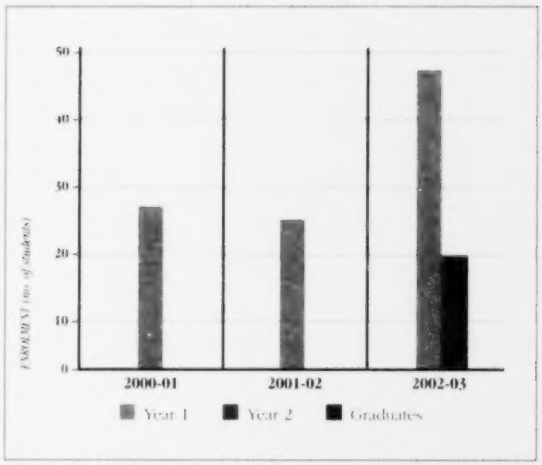

***Note:*** *Formerly called Developmental Services Worker.*

## Early Childhood Education

*Two-year diploma program*

The purpose of this program is to equip students with the knowledge and skills required to provide quality child care in the community. Graduates find employment working with young children in a variety of child care centres.

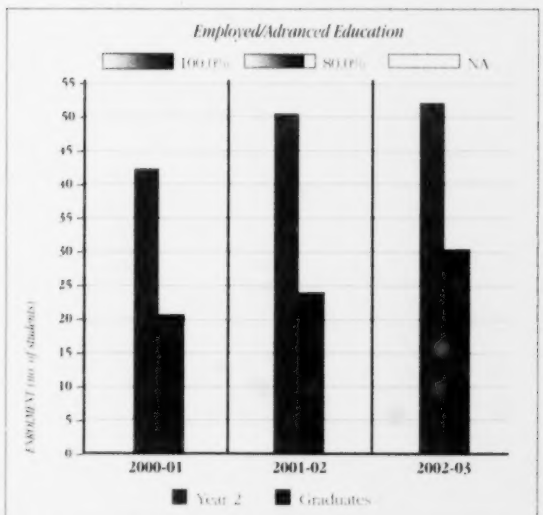





## Early Childhood Education - Workplace

*Two-year diploma program*

The purpose of this program is to equip students with the knowledge and skills required to provide quality child care in the community. Students attend classes at Red River College two days a week and work at their current employment for three days a week. Graduates competently plan appropriate learning experiences that stimulate the intellectual, physical, emotional and social development of young children.

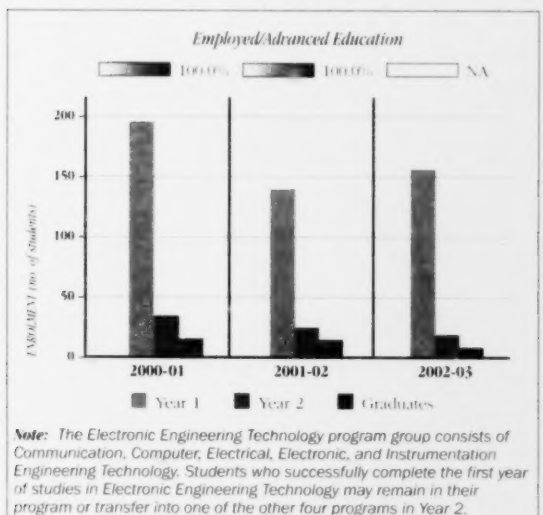



***Note:*** *Electrical Engineering Technology requires one preliminary year of Electronic Engineering Technology studies.*

## Electrical Engineering Technology

*Two-year diploma program*

This program trains students to design, construct, troubleshoot and maintain a wide variety of electrical power systems. Graduates find employment at the engineering technologist level in electrical utility systems, consulting engineering, electrical manufacturing, electrical contracting, manufacturing and government agencies.




***Note:*** *The Electronic Engineering Technology program group consists of Communication, Computer, Electrical, Electronic, and Instrumentation Engineering Technology. Students who successfully complete the first year of studies in Electronic Engineering Technology may remain in their program or transfer into one of the other four programs in Year 2.*

## Electronic Engineering Technology

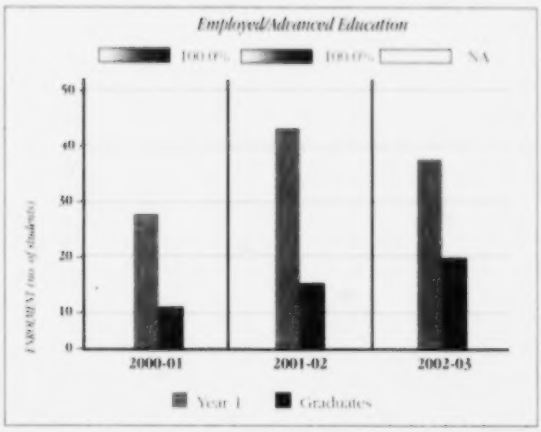
*Two-year diploma program*

This program develops the knowledge and skills required to test, repair and develop a wide variety of electronic systems and equipment. Graduates find employment in a broad range of electronics-related occupations: in research and development; assisting in project development; in technical sales, selling and servicing electronic equipment; and in design and quality control.

## Electronic and Network Technician

*One-year certificate program*

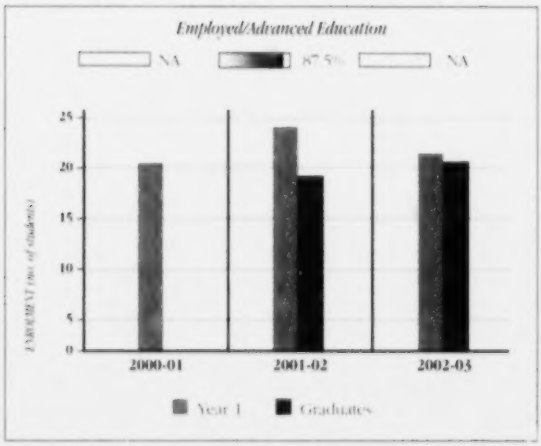
The purpose of this program is to develop graduates with a sound knowledge of electrical and digital fundamentals including an expertise in computer servicing, network design, installation and maintenance. Graduates have found employment in automated factories as installer and maintenance staff, in medical electronics and computer services and public utilities.




## Family Support Worker

*Nine-month certificate program*

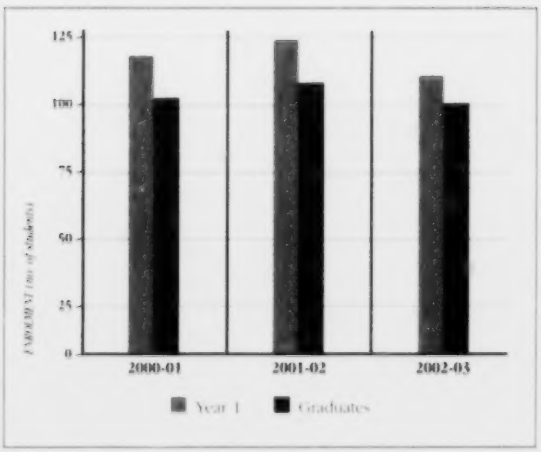
The purpose of this program is to train practitioners to have a wide range of skill development including assessment, advocacy, communication, referral and parenting skills.
This program is delivered in partnership with Urban Circle.

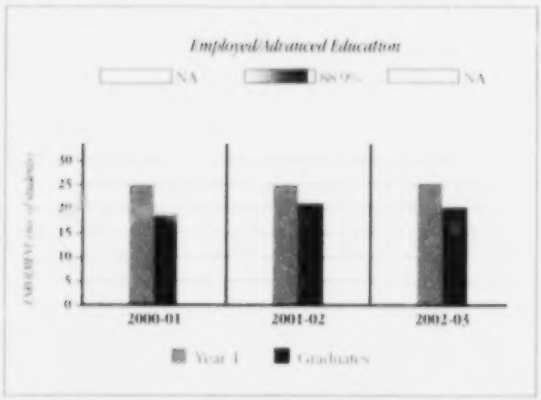



## Health Care Aide

*Five-month certificate program*

This program is designed to prepare students to become health care workers who, under the supervision of a nurse, assist hospital patients, personal care home residents, or home care clients with meeting their physical, emotional and social needs. Graduates find employment in hospitals, personal care homes, and community or home health care agencies.

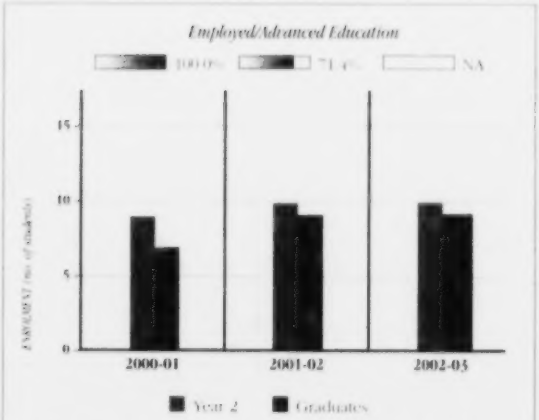





## Health Care Aide/Unit Clerk

*Nine-month certificate program*

This program is designed to prepare students to become health care workers who, under the supervision of a nurse, assist hospital patients, personal care home residents, or home care clients with meeting their physical, emotional and social needs. Further, students learn the skills necessary to function as a unit clerk in a health care facility. Graduates find employment in hospitals, personal care homes, and community or home health care agencies.

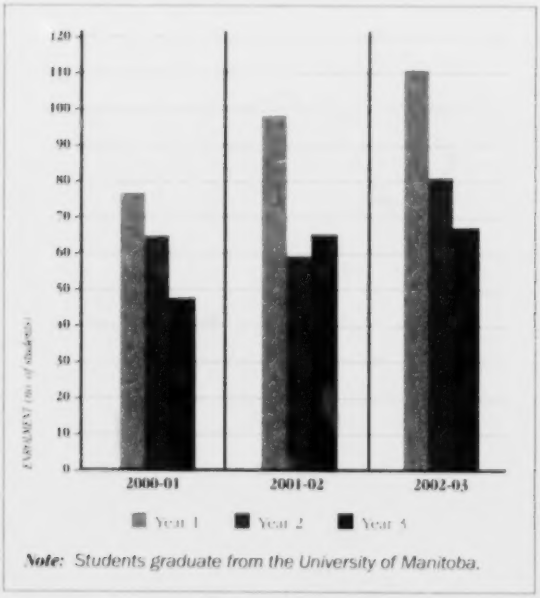



***Note:*** *Instrumentation Engineering Technology requires one preliminary year of Electronic Engineering Technology studies.*

## Instrumentation Engineering Technology

*Two-year diploma program*

Students learn to design, construct, troubleshoot and maintain a wide variety of control systems. Graduates find employment as instrument mechanics, working with tools; as instrument technologists in engineering offices; as junior designers; and as technical sales people. Some graduates have moved into management positions.




***Note:*** *Students graduate from the University of Manitoba.*

## Joint Baccalaureate Nursing

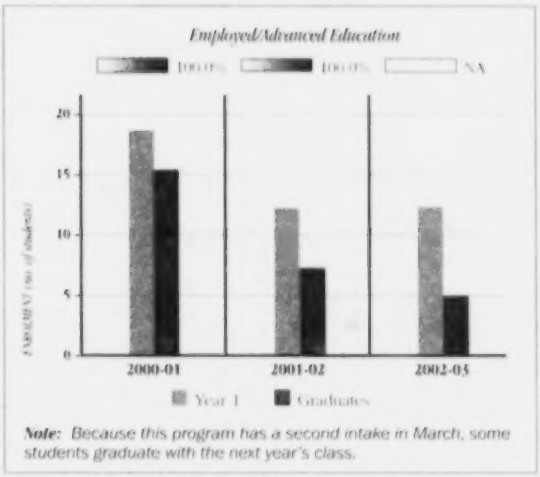
*Joint four-year degree program*

The Joint Baccalaureate Nursing (JBN) Program is a four-year program offered in partnership with the University of Manitoba (U of M). The students take the first three years of the program at RRC and the fourth year at the U of M. On successful completion of the program, graduates are awarded a Bachelor of Nursing Degree from the U of M, and are eligible to write examinations to become members of the College of Registered Nurses of Manitoba and use the designation "Registered Nurse". Registered Nurses graduating from a degree program focus on promoting health and preventing illness, and caring for those already ill. They provide services to individuals, families and communities in institutions, clinics, private homes and a broad range of other settings.

## Magnetic Resonance Imaging and Spectroscopy

*Nine-month advanced diploma*

This advanced program teaches proficiency in producing high-quality images and optimal utilization of MRI equipment. Students are prepared to write the National Certification examinations. Graduates are also prepared in basic spectroscopy. This is a partnership program with the Institute of Biodiagnostics at the National Research Centre and clinical sites.

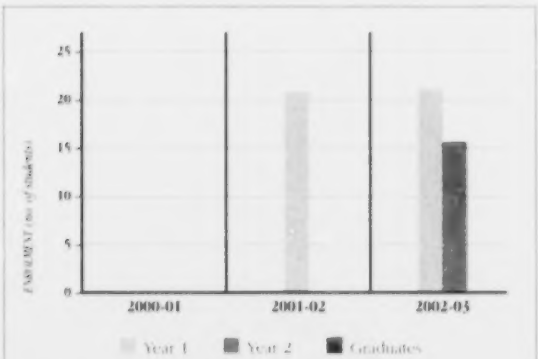



***Note:*** *Because this program has a second intake in March, some students graduate with the next year's class.*

## Medical Laboratory Sciences

*Two-year diploma program*

This program is designed to provide the academic foundation and supervised practical experience to develop the required skills for working in a medical laboratory environment.

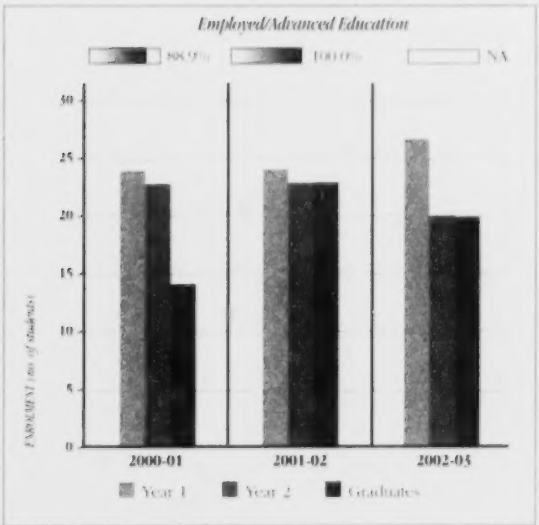


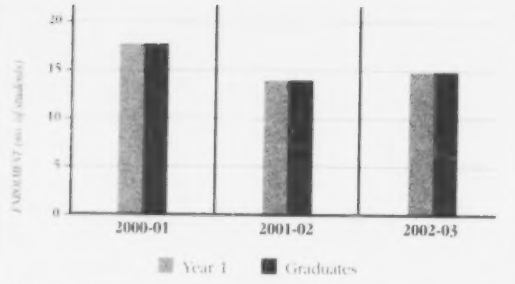

***Note:*** *The first graduating class was in August 2003.*

## Medical Radiologic Technology

*Two-year diploma program*

The purpose of this program is to develop proficiency in the management of patients and the safe operation of x-ray equipment. Graduates find employment in hospitals and medical clinics. Some are working in related teaching and research, while others are employed as technical advisors or representatives for x-ray equipment and supply manufacturers. Graduates may choose to further their training in magnetic resonance imaging and ultrasound programs.



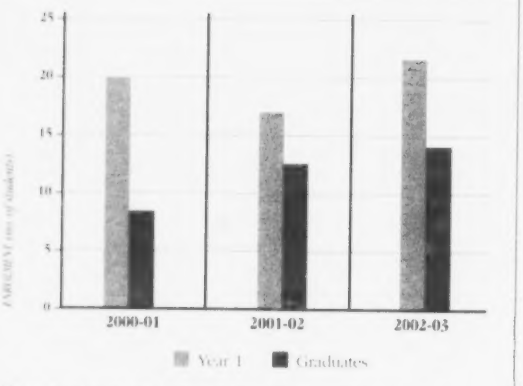



***Note:*** *Students complete 15 weeks at RRC. The remainder of the two years is completed at clinical and hospital sites across Manitoba and Saskatchewan.*

## Radiation Therapy

*Two years*

This program develops the knowledge and skills required to work in the treatment of cancer by use of ionizing radiation. Graduates find employment in cancer treatment centres in Manitoba and across Canada.




***Note:*** *Graduates are from the previous academic year class.*

## Rehabilitation Assistant

*Joint one-year certificate program*

This program, offered jointly by RRC and Winnipeg Technical College, prepares students with the knowledge and skills necessary to provide rehabilitative care to clients and families under the supervision of a licensed rehabilitative therapist (i.e. Physical Therapist, Occupational Therapist, Speech and Language Pathologist). Graduates are employed in a variety of areas including health care facilities, schools and other organizations providing home therapy service.

# BUSINESS AND APPLIED ARTS

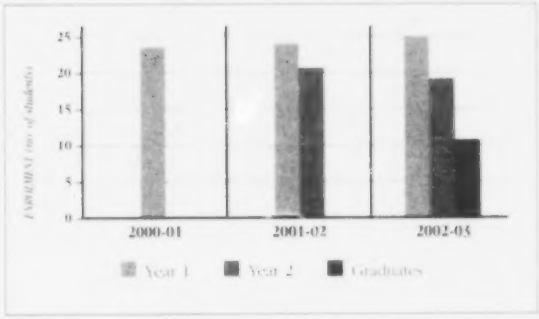
***Dean Dave Williamson***
***Room D101, Phone 632-2286, Email dwilliam@rrc.mb.ca***

This division consists of four departments: Accounting and Computer Education; Creative Arts; Hospitality; and Management and Marketing. The division offers programs designed to meet the specific needs of the business, information technology, hospitality, and graphic and electronic communications professions.

## Aviation Management

*Two-year diploma program*

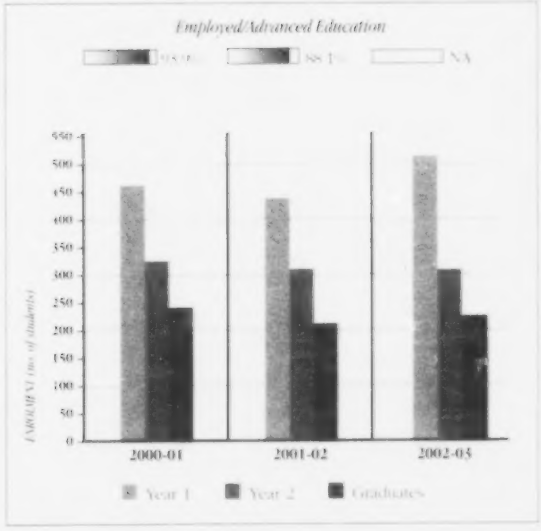
This program combines business management and flight training in a unique program designed to prepare graduates for their first aviation job. Private license, commercial license, multi-engine, instrument and night rating will be achieved through flight simulation and flight training on a variety of aircraft. Graduates of the program are expected to find employment in various aspects of the aviation industry including flying and airport management.

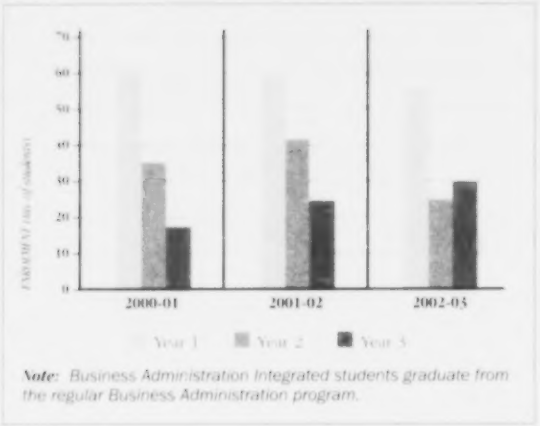



## Business Administration

*Two-year diploma program*

This program develops a potential for supervision and management through the study of business-related courses and practical projects. Many graduates have been accepted into management training programs with department stores, banks, insurance companies and financial institutions. Others have found careers in small business or started their own enterprises.



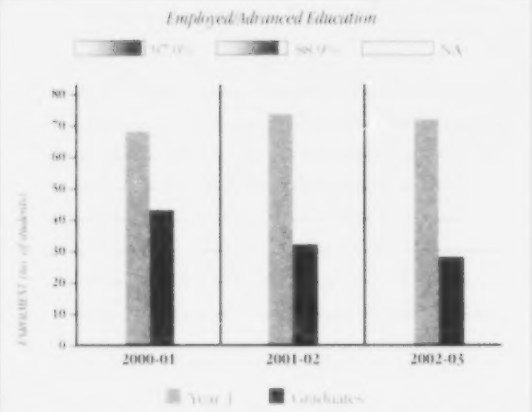



***Note:*** *Business Administration Integrated students graduate from the regular Business Administration program.*

## Business Administration Integrated

*Three-year diploma program*

The Business Administration Integrated program combines adult upgrading with the regular Business Administration program in a three-year diploma program.

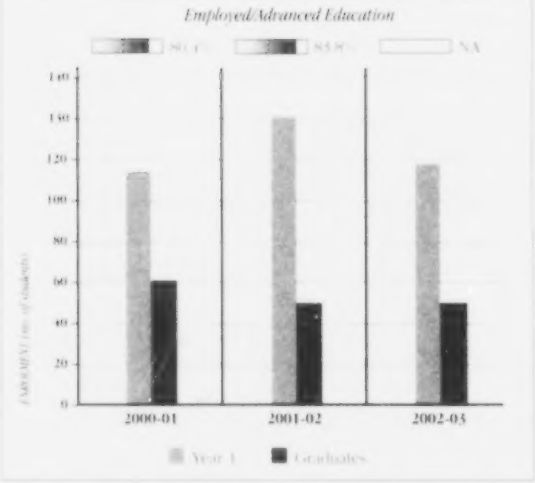



***Note:*** *With November/December intakes, some students will not graduate until the following academic year.*

## Commerce/Industry Sales and Marketing

*One-year certificate program*

This program provides the knowledge and personal selling skills required for sales success and long term partnerships; a persuasive and interactive communication process that focuses on identifying, developing and fulfilling customer needs. Graduates have found employment as sales and marketing representatives in various industries including manufacturing and distribution of office supplies and equipment, food products, paper products, industrial goods and consumer goods.




## Computer Accounting Technician

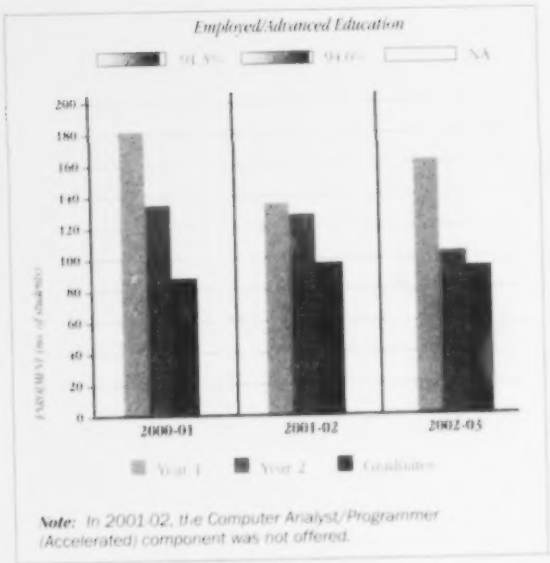
*One-year certificate program*

Students obtain a thorough knowledge of accounting systems and procedures to enable them to maintain a complete set of records in most types of business. Graduates have found employment as accountants, assistants or accounting clerks in retail, manufacturing, service and not-for-profit organizations or companies.

## Computer Analyst/Programmer

*Two-year diploma program*

This program trains students in problem recognition, analysis and solution as applied to business data processing. The graduate will be familiar with a variety of computer languages, the principles of business and advanced topics of data processing. Job opportunities have been found in computer programming or systems analysis with various companies that require computers for business purposes. Other job opportunities exist with the government, computer manufacturers and consulting firms.



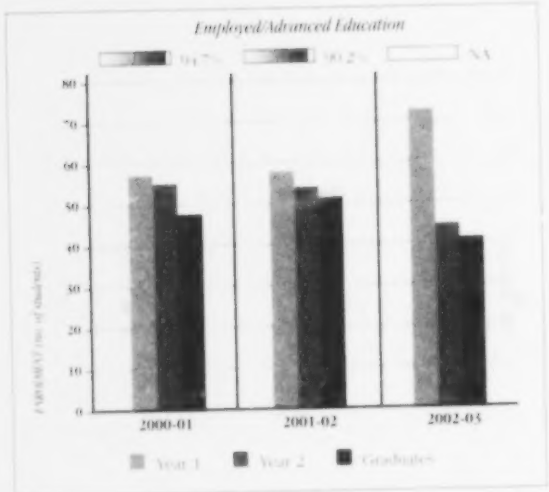

***Note:*** *In 2001-02, the Computer Analyst/Programmer (Accelerated) component was not offered.*

## Creative Communications

*Two-year diploma program*

Students gain the knowledge and skills required to function effectively as writers in the fields of journalism, advertising, public relations, radio and television. Graduates of this program have found employment as journalists in print, radio and television; copywriters for advertising agencies, radio stations and television stations; and public relations professionals for various companies and government agencies.

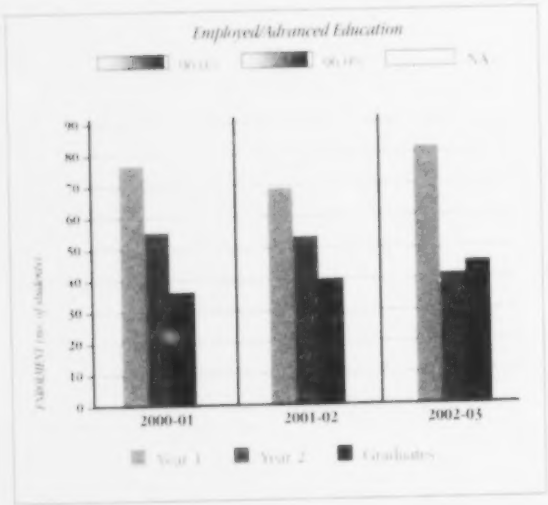
***Note:*** *Students can enter a four-year joint program with the University of Winnipeg.*

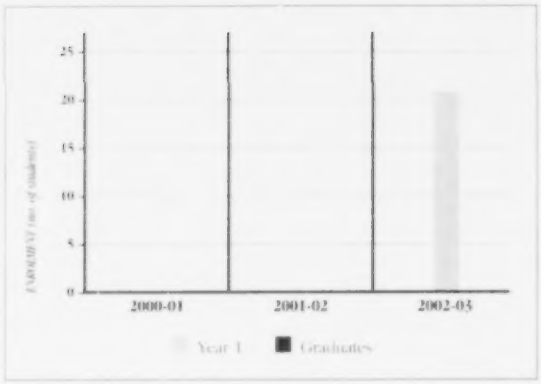



## Culinary Arts

*Two-year co-op education diploma program*

Culinary Arts focuses on developing sound culinary skills to prepare students to meet the challenges of an increasingly sophisticated and demanding hospitality industry. The program includes two terms of paid employment in the kitchens of established hotels, restaurants or private clubs in Manitoba. Culinary Arts also incorporates the use of laptop computers as an integral part of learning and working.

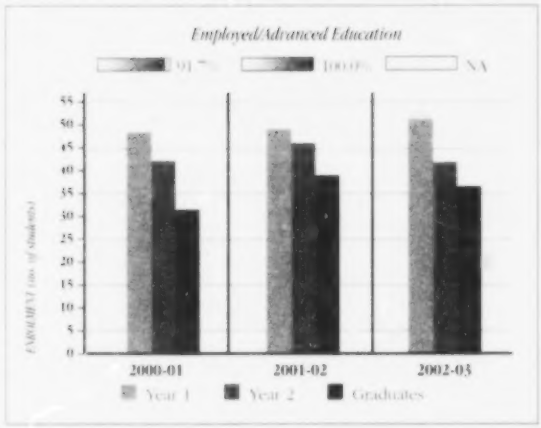





## Digital MultiMedia Technology

*Two-year diploma program*

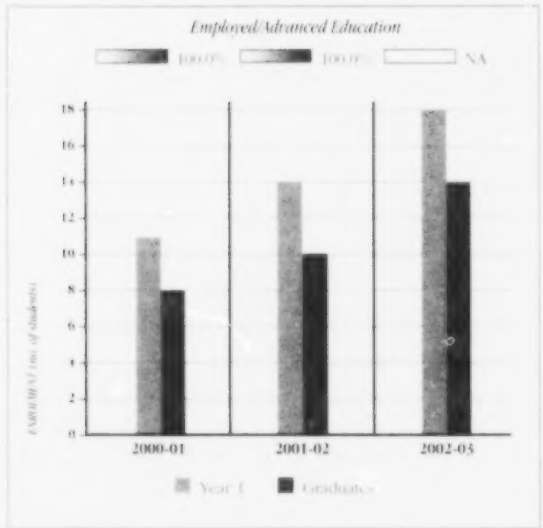
This program offers a balanced program of design instruction, web and interactive technologies and academic courses. It is designed to develop the technical skills and knowledge essential to professional competence and to encourage creativity, imagination and a sense of aesthetic discrimination. The aim of the Digital MultiMedia Technology program is to provide up-to-date training in the technology, techniques and philosophy of Graphic and New Media Web Design.




## Graphic Design

*Two-year diploma program*

This program provides up-to-date artistic training in the technology, techniques and philosophy of graphic design. Graduates of this program have found employment as production specialists, graphic designers, illustrators and art directors in retail stores, advertising agencies, design and production studios and newspapers. Others are working in television and film studios, and some are employed as freelance artists.




## Graphic Design (Advanced Diploma)

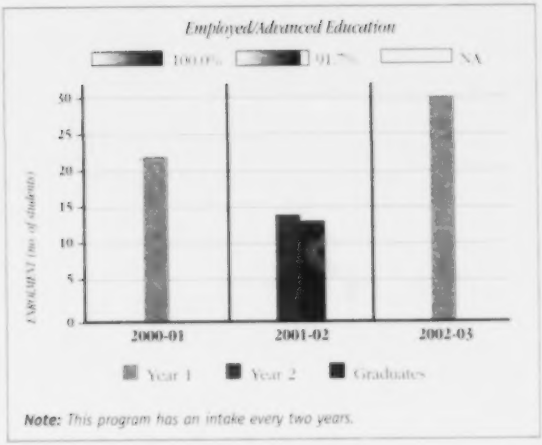
*One-year advanced diploma program*

This program focuses on new skill requirements in areas such as advanced computer graphics, marketing and production management. Graduates may find employment in graphic design, 3D animation, interactive document and CD-ROM development, computer games development and internet webpage creation.

## Health Information Technologist

*Two-year diploma program*

This program develops the knowledge and skills needed for the collection, retention, analysis and dissemination of health care information required for patient care, research and education.

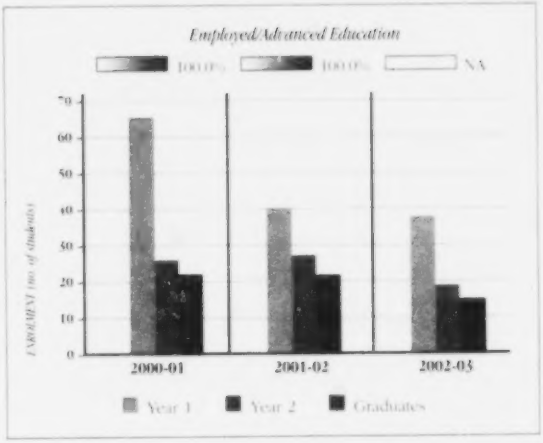



**Note:** *This program has an intake every two years.*

## Hotel and Restaurant Administration

*Two-year co-op education diploma program*

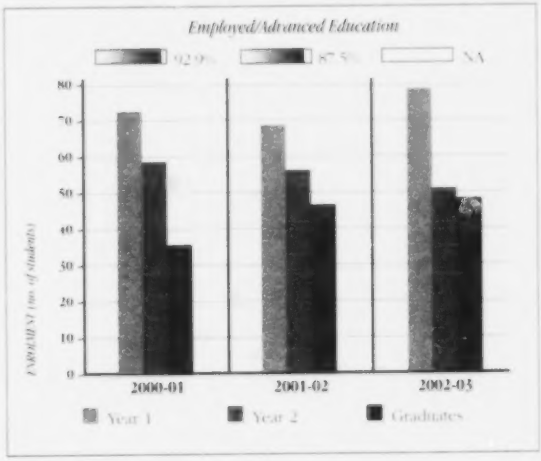
This program develops a potential for hotel and restaurant management through the study of hospitality-related subjects, practical lab training and co-operative education. Graduates are employed in major hotels as front-desk managers and supervisors, banquet managers and captains, sales managers, food and beverage managers and controllers and executive housekeepers. They are also employed in smaller hotels as general managers and assistant managers, and in management and supervisory positions in restaurants, private clubs and food-service departments.

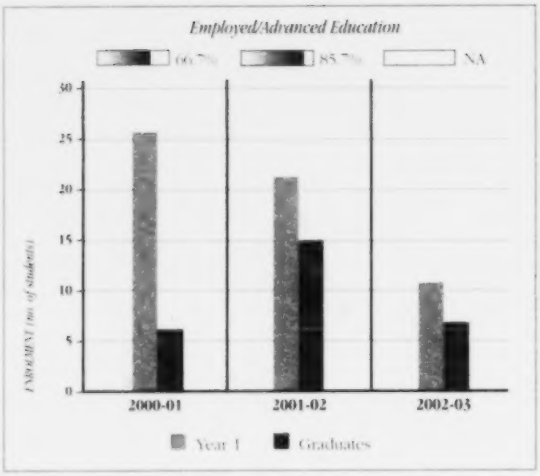



## Information Systems Technology

*Two-year co-op education diploma program*

This program is a two-year diploma program that will provide students with a solid foundation in business data processing, database concepts, computing networks and client/server technology. The program provides graduates with the necessary computing skills and training to fill the gap that exists between employer requirements and the skill level of existing information technology professionals. Graduates will quickly become their employer's specialists in their area of training: networking, client/server programming or electronic commerce.

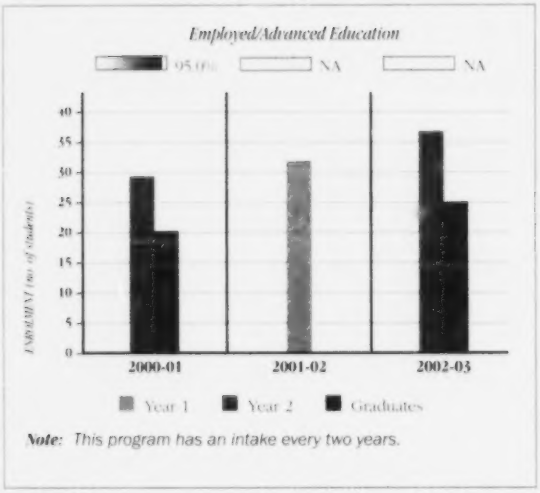





## International Business

*Twelve-month advanced diploma program*

This program develops well-trained and qualified staff who are ready to meet the challenges of global competition in the international marketplace. Graduates have found a wide range of business, industry and organization career opportunities.




***Note:*** *This program has an intake every two years.*

## Library and Information Technology

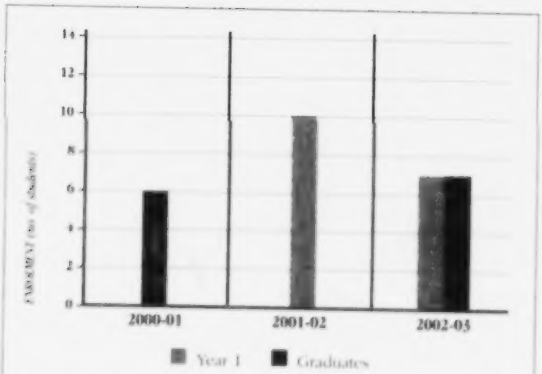
*Two-year diploma program*

Students learn the necessary public service and technical skills to be productive employees in library and related fields. Career opportunities exist in schools, public libraries, universities, colleges, provincial and federal government departments and agencies, industry, business and hospital or political research, book stores, utilities and publishing computerized information systems.

## Professional Baking

*One-year co-op education certificate program*

This program develops basic baking skills and related requirements through classroom instruction, practical lab training and off-campus work experience. A student begins employment as a baker's helper and may advance to a position as a competent tradesperson within approximately one year. Opportunities for employment exist in both large and smaller bakery operations.

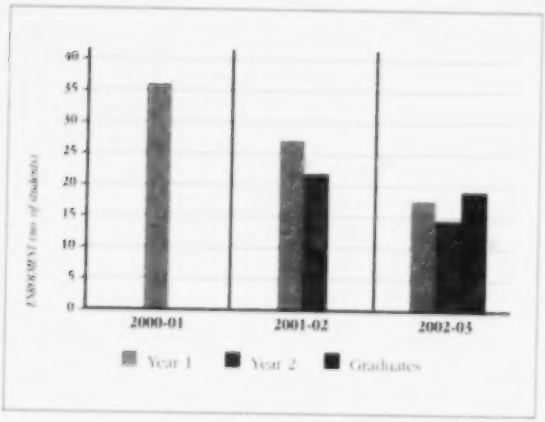



***Note:*** *Students who entered this program in 2001-02 will graduate in August 2002.*

## Tourism

*Two-year co-op education diploma program*

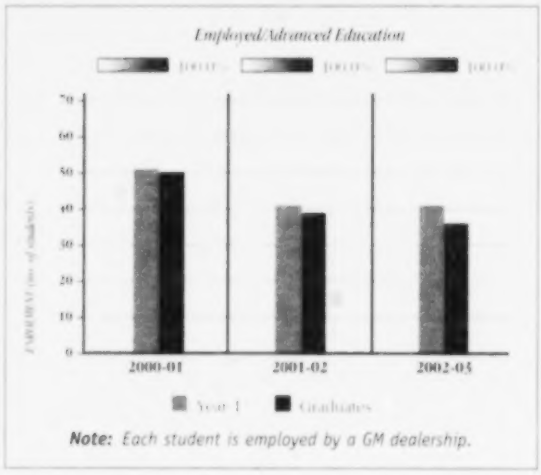
This program provides graduates with the knowledge and skills required to work within various sectors of the tourism industry. Graduates may find employment in travel and visitor information positions, as tour guides and for festival, community and tourism organizations.



# INDUSTRIAL TECHNOLOGIES

***Dean Dale Watts***
***Room A134C, Phone 632-2291, Email dwatts@rrc.mb.ca***

This division comprises four departments: Civil/CAD Technology; Construction; Mechanical, Manufacturing and Communications; and Transportation, Mathematics and Science. The division provides trades, technology, and apprenticeship education and occupational training to support the Manitoba economy and infrastructure at certificate, diploma and advanced diploma levels.

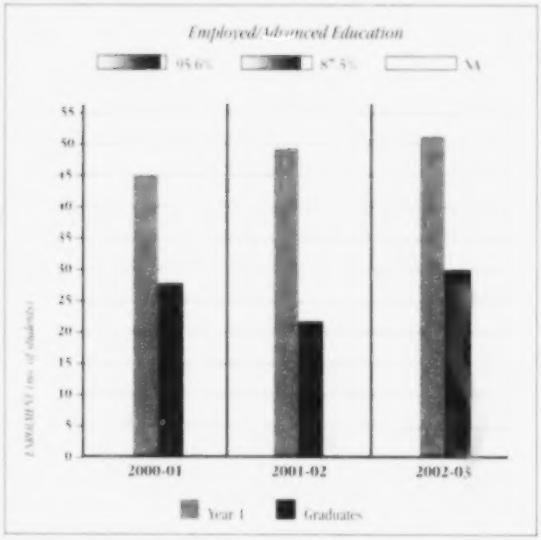



***Note:*** *Each student is employed by a GM dealership.*

## Automotive Service Education

*64 weeks*

This program prepares potential automotive technicians for a career in the automotive field. Students spend 32 weeks in the College and 32 weeks with a sponsoring General Motors of Canada dealership. Upon successful completion of both the in-college and dealership training, and a two-year period of employment in a GM dealership, the graduate is entitled to write the Interprovincial Standards Examination to qualify as a journeyperson.




## Automotive Technician (Certificate)

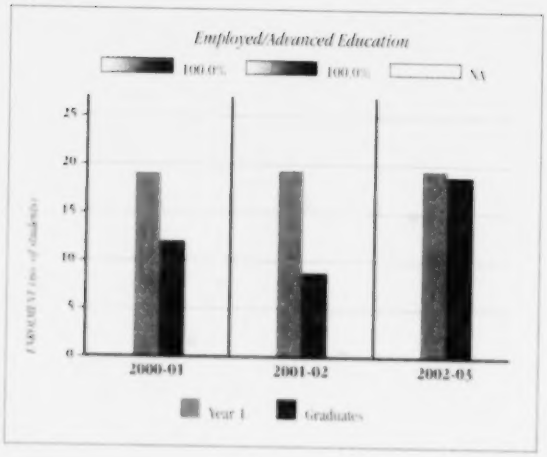
*One-year certificate program*

Students learn to disassemble, inspect, machine calibrate and reassemble motor vehicle units or components. Graduates find employment in service stations, dealerships, large corporations, farming communities and allied industries where they may work in service, repair, sales, or parts distribution.

## Automotive Technician (Diploma)

*One-year diploma program*

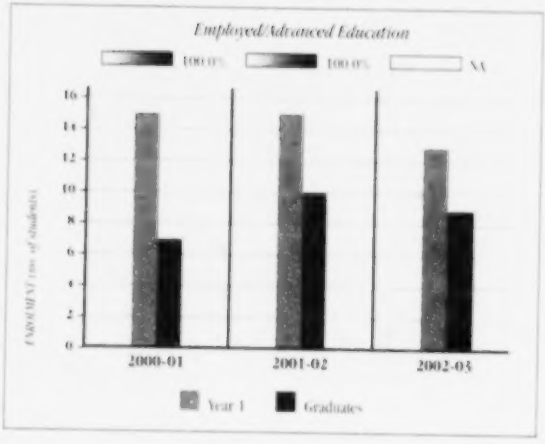
Students obtain the knowledge and skills needed to work in the motor vehicle electronic technician field. Graduates find employment in almost any vehicle repair shop. Entering students must have completed a 10-month Automotive Technician (certificate) program or have graduated with a Power Mechanics diploma from high school.




## Automotive Technician (Work Experience)

*One-year certificate program*

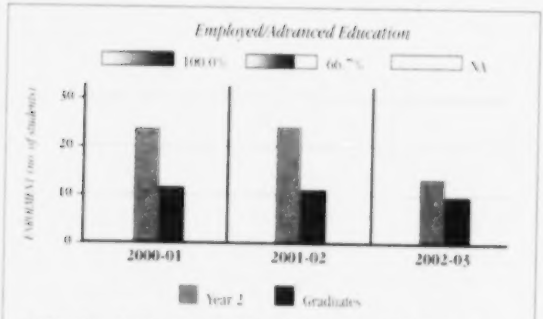
This program and the employment opportunities are similar to the Automotive Technician – Certificate program. However, the teaching methodology is different in that the student spends half of the training time at an automotive dealership.



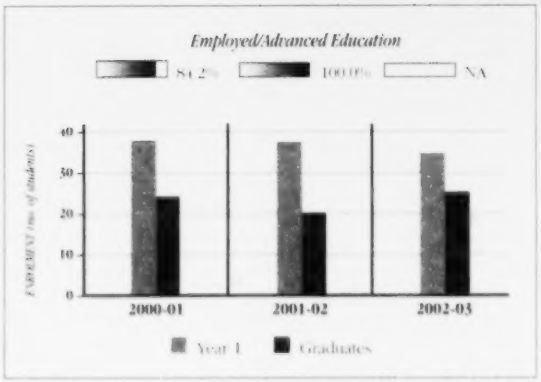

## Building Design CAD Technology

*Twenty-month co-op education diploma program*

The program builds on the principles of relevance and excellence to equip graduates with expertise in the latest technologies related to engineering construction systems. Building Design CAD Technology graduates are trained in the principles and applications of Architectural and Structural construction systems for careers in: CAD (computer aided drafting), design and construction of building systems, site inspection and supervision, contract administration and project co-ordination, technical sales and support, and building sciences.



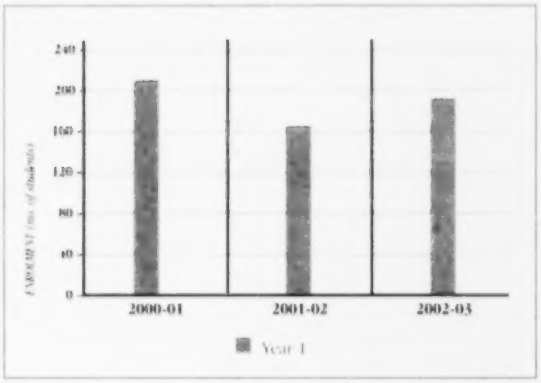

***Note:*** *A preliminary year of Civil/CAD Technology studies is required.*




## Carpentry and Woodworking

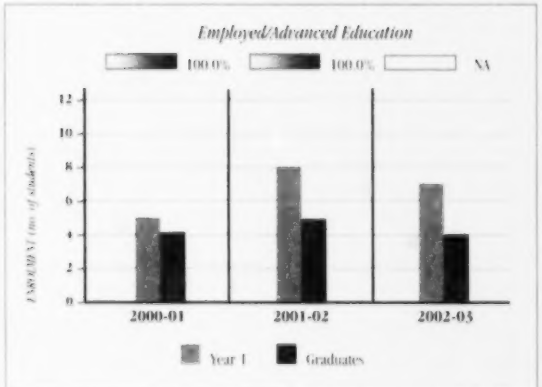
*One-year certificate program*

Students acquire the basic skills of carpentry and woodworking required to enter an apprenticeship program in carpentry. Graduates have found employment in commercial construction, house-building, factories or cabinet-making shops. Almost all graduates choose to the enter the apprenticeship program.




## Civil/CAD Technology

Civil/CAD Technology offers a number of programs designed to provide students with career training in construction engineering, environmental protection, manufacturing design, geomatics, and CAD technologies, as well as Professional Development courses. All Civil/CAD Technology students are registered in a common first year of academic studies, with a September entry date, where the emphasis is placed on developing generic core competencies.




## Collision Refinishing

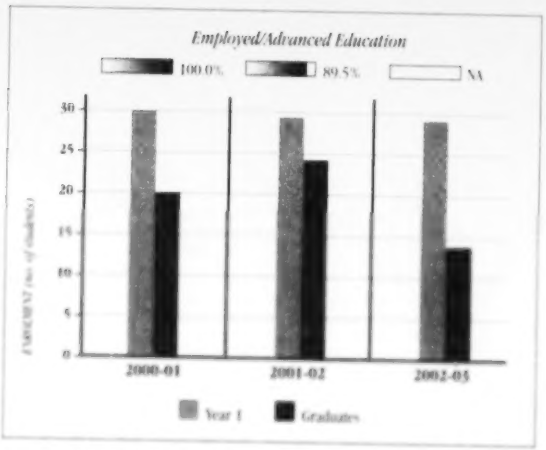
*Four-month certificate program*

This new program addresses industry concerns about the large shortage of skilled technicians needed to work in either Collision repair facilities or Commercial industries. This program is designed to develop the necessary trade skills and knowledge required to refinish damaged vehicles, refinish fleet vehicles and participate in other commercial applications.

## Collision Repair and Refinishing

*One-year certificate program*

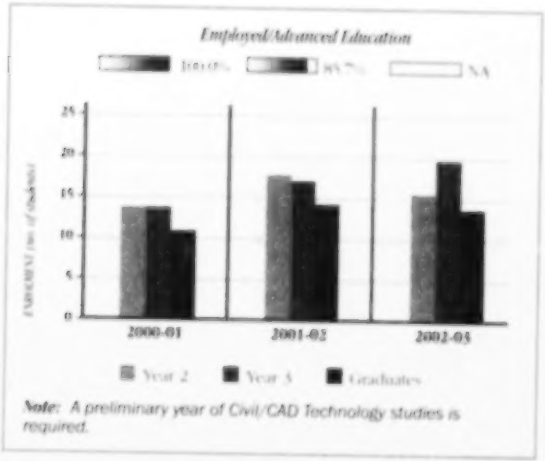
Graduates of this program possess the skills and knowledge required to repair damaged vehicles, including all phases of autobody repair and painting. They have found employment as autobody mechanics, metal finishers, painters, body-frame specialists, service or parts managers, machine operators, or service-station operators. Others are employed as claims adjusters, collision estimators or shop supervisors.




## Design and Construction Technology

*Thirty-two-month co-op education diploma program*

The program trains students to work with the engineering team in the design, detailing and preparation of contract documents for the construction of architectural and related building systems. Graduates have found employment with consulting and mechanical engineers, contractors, fabricators, architects and service industries, as well as with departments of municipal, provincial and federal government services.

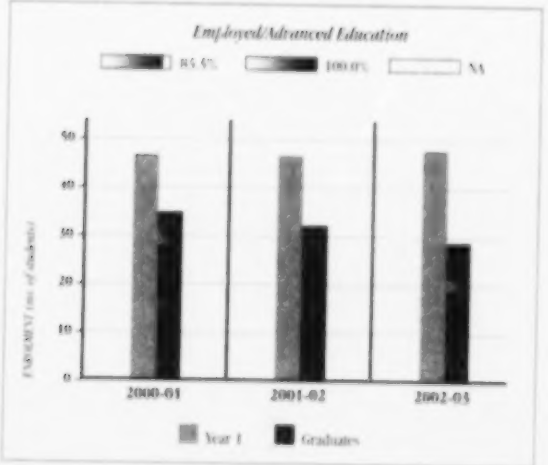


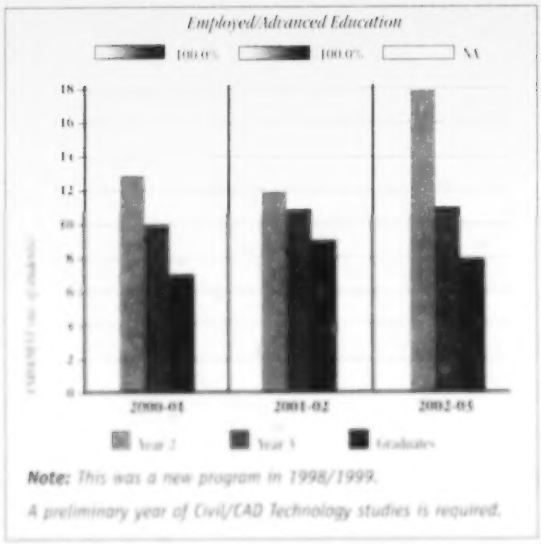

***Note:*** *A preliminary year of Civil/CAD Technology studies is required.*

## Electrical

*One-year certificate program*

Students develop skills in house wiring, commercial and industrial wiring and controls, and motor repair. Graduates have found jobs in the electrical industry working with house wiring, commercial and industrial wiring and controls and electric motors.





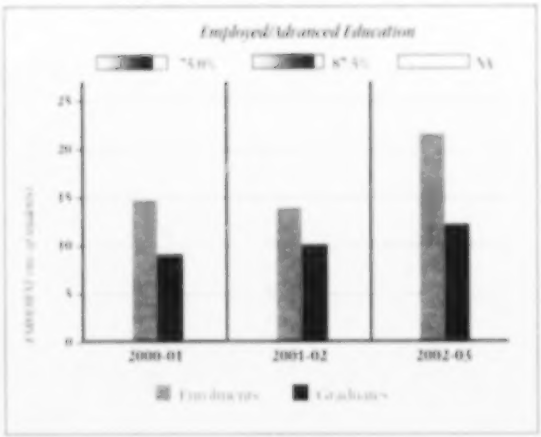

**Note:** *This was a new program in 1998/1999.*

*A preliminary year of Civil/CAD Technology studies is required.*

## Environmental Protection Technology

*Thirty-two-month co-op education diploma program*

Students develop knowledge and skills in the principles and applications of Environmental Protection Technology for careers in waste disposal and water supply, reuse and recycling, workplace health and safety, integrated project management site reclamation, remediation and containment testing, quality control surveying, and global positioning systems and modeling. Graduates find employment with consulting engineering firms, resource-based industries, construction and development companies, inspection and testing agencies, manufacturers, material suppliers, governments and crown corporations.

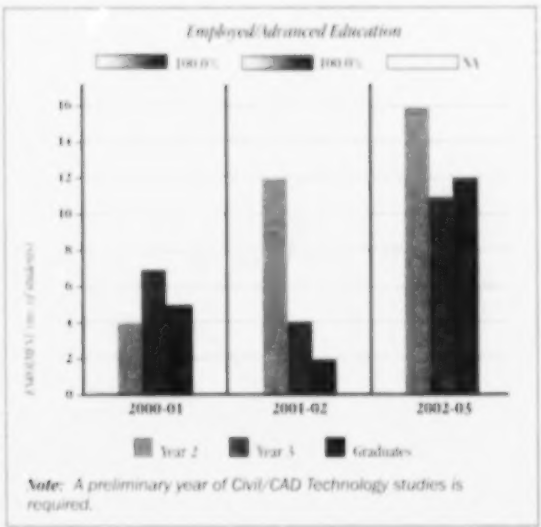



## Geographic Information Systems (GIS) Technology

*One-year advanced diploma program*

This program provides trained technologists and other persons with the technical and conceptual skills in the design, development and implementation of Geographic Information Systems (GIS). Graduates find employment in municipal agencies, resource industries and utilities organizations.

An appropriate undergraduate diploma or degree is a prerequisite for entry into this program.




**Note:** *A preliminary year of Civil/CAD Technology studies is required.*

## Geomatics Technology

*Thirty-two-month co-op education diploma program*

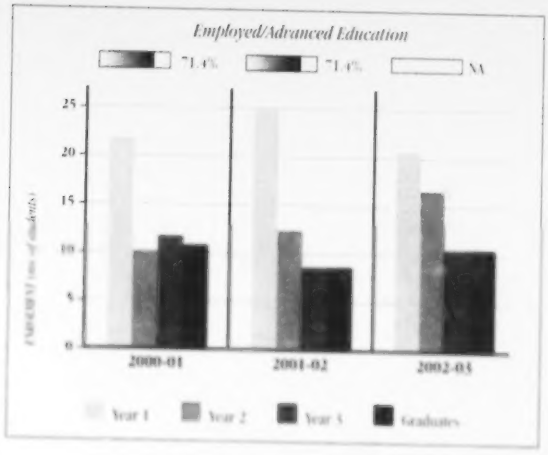
Students obtain knowledge and skills in the legal and engineering surveying fields. Graduates have found employment in a range of construction and resource industries, and in government services. They have been hired for jobs in land surveys, construction and topographic surveys, mining surveys, hydrographic and geodetic surveys.

Note: This program was formerly called Survey Technology.

## Greenspace Management

*Twenty-eight-month co-op education diploma program*

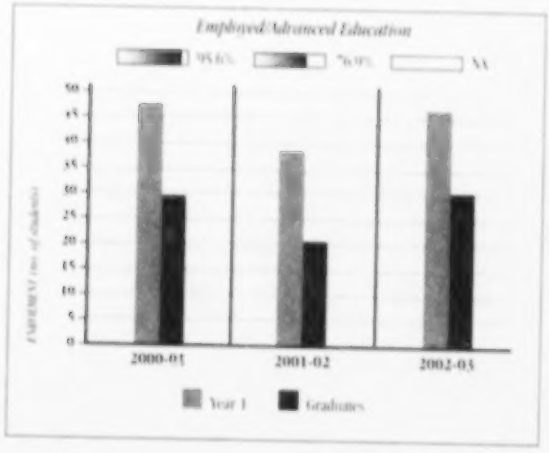
Students develop the knowledge and skills required to construct and maintain greenspaces such as parks, golf courses and cemeteries. The program focuses on turfgrass construction and management, ground construction and maintenance, equipment operation, pesticide application, irrigation systems, horticulture, arboriculture, computers, office management and strategic planning. Graduates find employment in golf courses, departments of parks and recreation, and cemeteries.




## Heavy Duty Equipment Mechanic

*One-year certificate program*

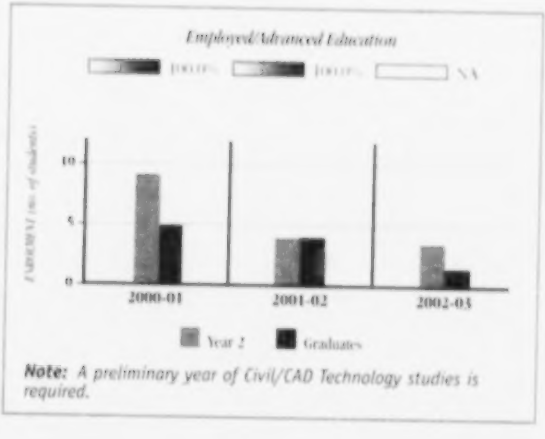
In this entry-level program students develop basic knowledge and skills required to perform routine maintenance and repairs to vehicle systems and components. Students develop an understanding of the basic purpose, construction, operation and servicing of components, parts and assemblies of trade-related equipment. Graduates find employment in the agricultural, construction or transportation sectors.



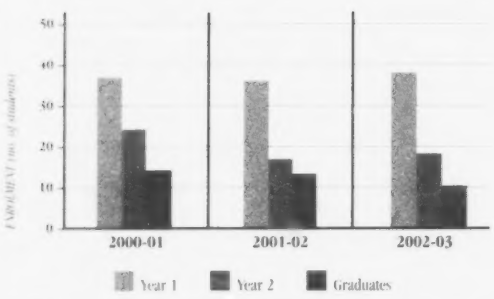

## Manufacturing Design CAD Technology

*Twenty-month co-op education diploma program*

The program builds on the principles of relevance and excellence to equip graduates with expertise in the latest technologies related to manufacturing engineering. Manufacturing Design CAD Technology graduates are trained in the principles and applications of manufacturing design and production for careers in: CAD (computer aided drafting), design and production of manufactured components, quality control inspection, technical sales and support, manufacturing scheduling and planning, and production supervisors.




***Note:*** *A preliminary year of Civil/CAD Technology studies is required.*

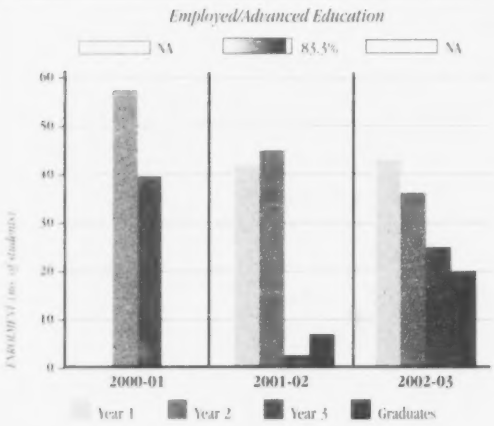



***Note:*** *Students who successfully complete Term 1 can graduate with a certificate in Machine Shop Practice – Basic. After Year 1 (Terms 1 and 2) students can earn a certificate in Computer Numerical Control (CNC) Machine Operator, or in Machine Shop Practice – Advanced. After Year 2 successful graduates receive the Manufacturing Technician diploma.*

## Manufacturing Technician

*Two-year diploma program*

This program provides students with an enhanced understanding of manufacturing processes and the relationship of these processes to the machining trade. In addition, a Manufacturing Technician will possess skills in: cost estimation and process planning, computer operation, CAD/CAM basic tool and fixture design, as well as CNC machine operation and programming. Graduates find employment as CNC operators, machinists, toolmakers, quality assurance inspectors, manufacturing planners, prototype developers, technical sales persons and supervisors.

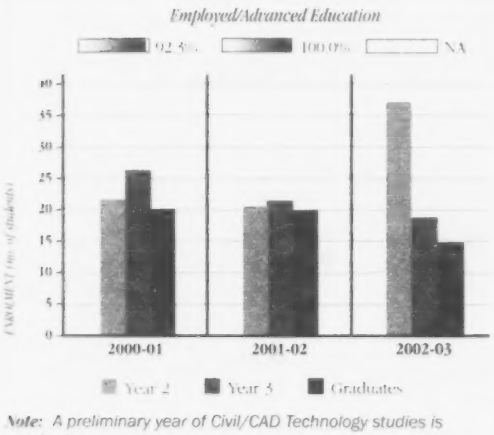



***Note:*** *In 2000-01, the program expanded to a 28-month program. the next graduating class will be in December 2001.*

## Mechanical Engineering Technology

*Twenty-eight month co-op education diploma program*

Students develop knowledge and skills in mechanical design, the production side of manufacturing and technical supervision. Graduates find employment in design, technical sales, manufacturing, instruction, research and management with companies involved in agriculture, mining, aerospace, air conditioning, refrigeration, transportation, foundries, fluid power, consulting engineering and government services.




***Note:*** *A preliminary year of Civil/CAD Technology studies is required.*

## Municipal Technology

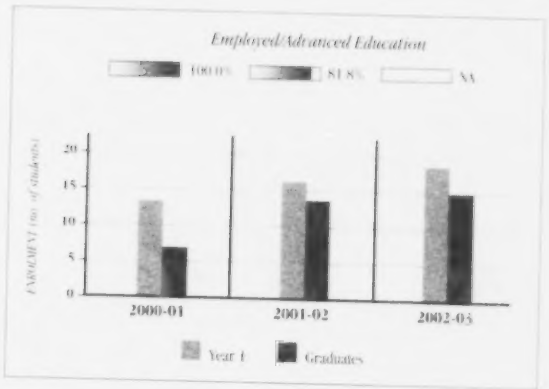
*Thirty-two-month co-op education diploma program*

This program develops the knowledge and skills needed to assist in the design and construction of municipal services and roadways. Graduates have found work with consulting and engineering companies, government departments and agencies in the design and construction of sewer and water projects, highway projects, earth-retaining and hydraulic structures. Others are employed in equipment and material sales and in the research and manufacture of construction-related products.

## Outdoor Power Equipment Technician

*One-year certificate program*

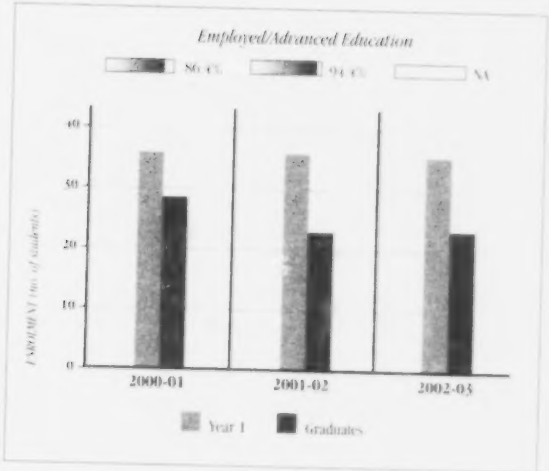
Students develop the skills and knowledge required for entry-level employment in the power equipment repair field. Graduates find employment with firms engaged in the sales or service of power equipment. Such firms may include agricultural equipment dealers, private power equipment sales and repair shops, rural agribusiness and various federal, provincial and municipal government departments.




## Piping Trades

*One-year certificate program*

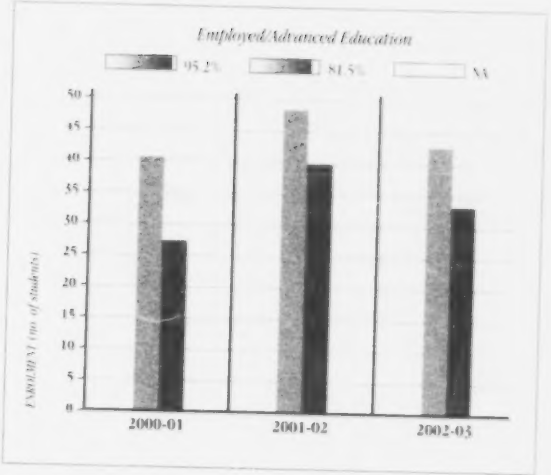
Piping Trades teaches the skills needed to install and repair plumbing, steam heating, fire-protection and other piping systems. Graduates have found work with plumbing, heating or fire-protection contractors, or in industrial plants as maintenance people. Some are employed by plumbing and heating wholesale or retail outlets. Others have moved into positions as supervisors, estimators, plumbing contractors and building inspectors, and some are self-employed.

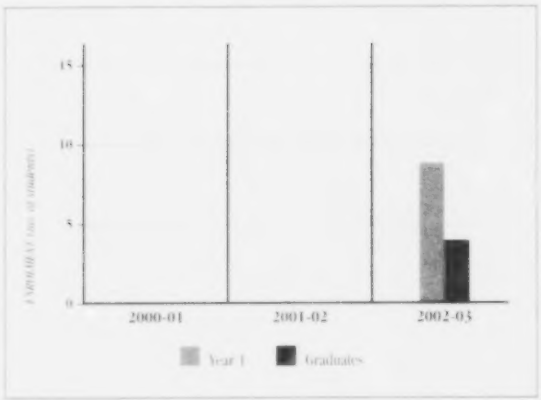



## Power Engineering (4th and 3rd Class)

*Five months each for 4th and 3rd Class*

This program develops the knowledge and skills required for the safe operation of the major equipment in commercial, industrial and public buildings. Graduates have found employment in industrial plants, food-processing plants, cold-storage plants and in other commercial, industrial or public buildings.

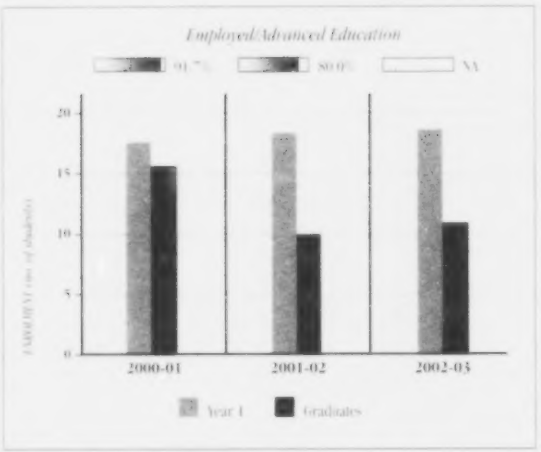





## Precision Metal Manufacturing

*One-year certificate program*

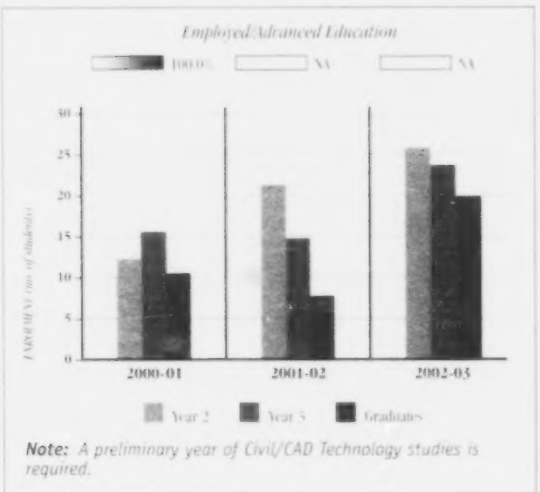
This program equips students with the necessary skills and knowledge in machine operations and manufacturing processes to fabricate precision metal parts within the manufacturing industry.




## Refrigeration and Air Conditioning Technician

*One-year certificate program*

This program develops the skills required to install, service and repair commercial and industrial refrigeration and air conditioning equipment. Graduates find employment with refrigeration and air conditioning companies as apprentices or as customer consultants in refrigeration retail stores. Journeypersons work mainly in the construction of cooling plants and cooling cabinets and in the maintenance field for refrigerated vans, hockey rinks, food retailers, air conditioners and industries demanding cold temperatures for their processes.




**Note:** *A preliminary year of Civil/CAD Technology studies is required.*

## Structural Technology

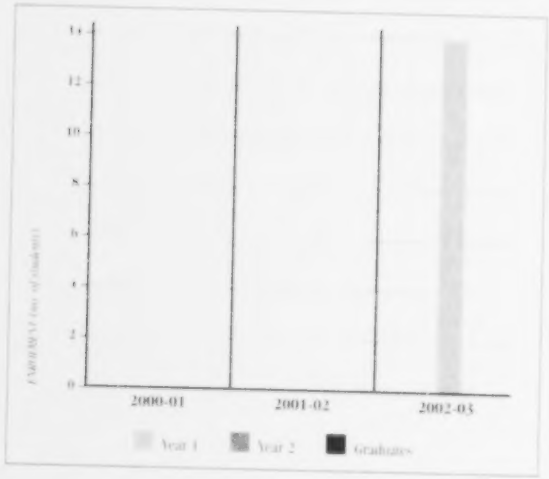
*Thirty-two-month co-op education diploma program*

This program provides the knowledge and skills needed to work with the engineering team in the formulation and calculations for structural building systems. Graduates have found job opportunities in structural design and inspection with consulting engineering firms, contractors or government departments.

## Technical Communication

*Two-year Co-op education diploma program*

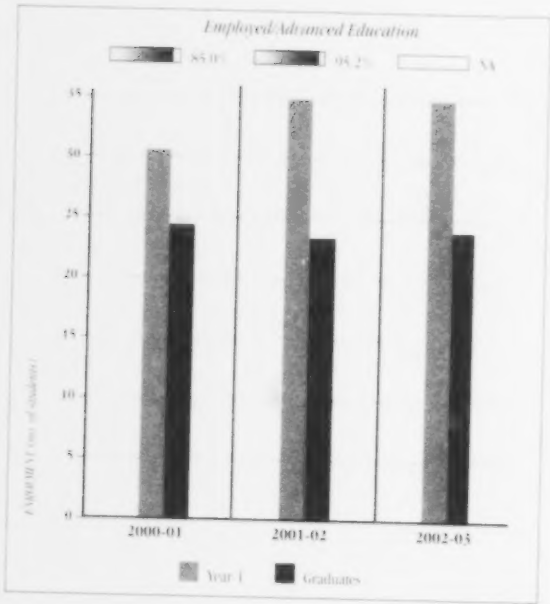
Technical Communication involves communicating technical and scientific information to non-technical audiences. Technical communicators work in all industries, from mining and agriculture to aerospace. They create manuals, proposals, brochures, posters, journal articles, reports, newsletters, presentations, and many other types of documents. They use a variety of software to produce documents in a variety of media including video, websites, paper, and CDs.




## Welding

*Seven-month certificate program*

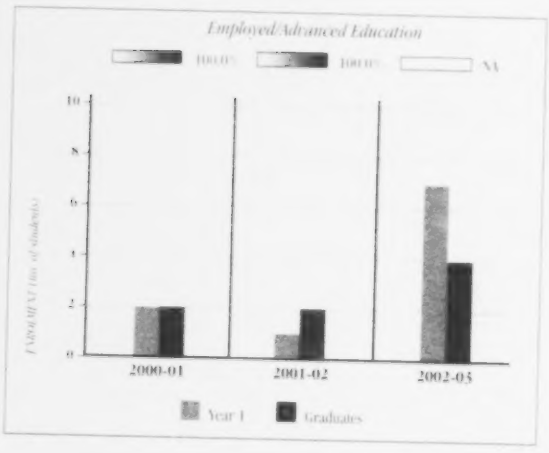
Students learn to perform the oxy-acetylene, arc, tungsten-inert-gas and metal-inert-gas welding processes and related operations safely and effectively. Some graduates have found employment in aircraft maintenance, in the manufacturing of farm equipment and in heavy equipment repairs. Other graduates are employed in highway construction, northern mines and hydro-electric power plants.

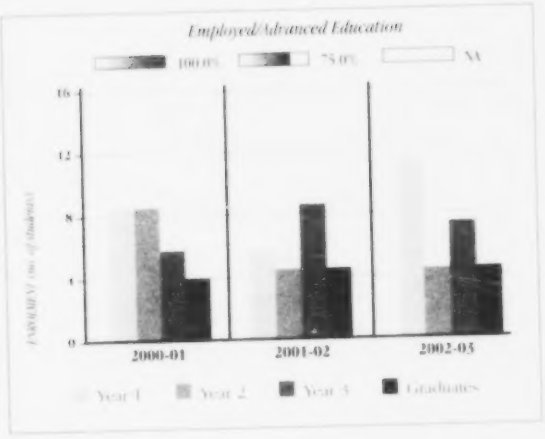



## Wood Products Manufacturing Certificate

*Thirteen-month certificate program*

This program develops the knowledge and skills required to operate basic wood processing machinery and tools. Graduates find employment in the wood processing industries as wood machinists, cabinet makers, assembly-line workers and in sales and supply of wood products.






## Wood Products Manufacturing Diploma

*Thirty-two-month co-op education diploma program*

This program develops the knowledge and skills required to operate basic wood processing machinery. The program focuses on wood science, computer operation, CAD/CAM, basic jig and fixture design, machining, woodworking techniques, CNC machine operation and programming, cost estimation and supervisory management. Graduates find employment in the wood processing industries as wood machinists, cabinet makers, supervisors, shop managers, product designers, CAD/CAM operators/programmers, in sales and supply of wood products and in estimating.

# Student Services

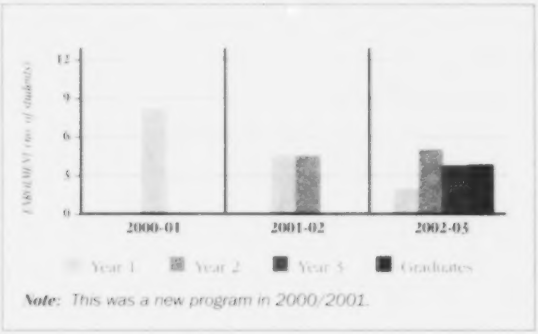
***Dean Patricia Bozyk***
***Room C715, Phone 632-2331, Email pbozyk@rrc.mb.ca***

This division is responsible for the delivery of a wide range of services designed to attract, admit, and enrol students in college programs and to support students throughout their college experience so that they are successful. In addition to the service units of Enrolment Services, Financial Aid and Student Awards, Assessment Services, Counselling Services, Disability Services, Career and Employment Services, and Health and Recreation Services, the division is also responsible for three academic programs: American Sign Language - English Interpretation, Deaf Literacy and Deaf Studies.

## American Sign Language - English Interpretation

*Joint three-year degree program offered in partnership with the University of Manitoba. Graduates will receive a diploma in ASL-English Interpretation from RRC and a Bachelor of Arts degree from the U of M.*

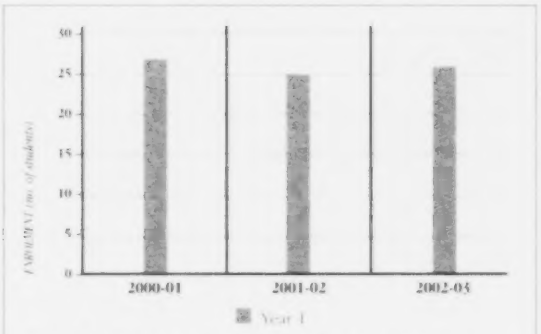
Students are taught the skills required to function as an American Sign Language (ASL)/English interpreter in facilitating communication between hearing and Deaf individuals. Graduates are working in public schools, in interpreter referral centres and in post- secondary institutions. Some work on a freelance basis in specialized settings such as medical, religious, mental health, recreational, legal, employment, government and the performing arts areas.




***Note:*** *This was a new program in 2000/2001.*

## Deaf Literacy

This part-time program encourages Deaf adults who are competent and proficient in American Sign Language (ASL) to learn better reading/writing skills through second language (English) approaches.

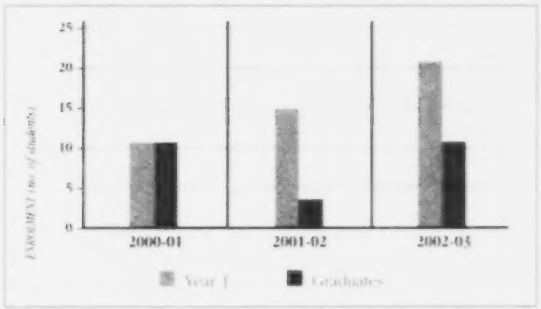



***Note:*** *RRC does not graduate students from this program. Students increase their proficiency on an individual basis.*

## Deaf Studies

*One-year certificate program*

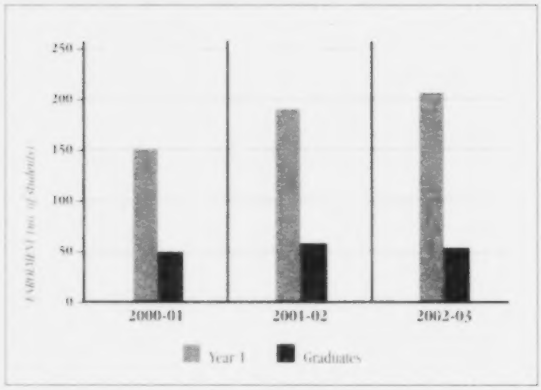
This program is designed to increase fluency in American Sign Language (ASL) and provide knowledge of Deaf culture and history. This program is suitable for anyone who requires language and culture fluency for effective interaction with Deaf individuals, as well as those who intend to apply for entry into an ASL Interpretation program.



# Partnership, Training and Development

**Vice-President, Partnership, Training and Development: Marg Braid (acting)**
**Room C713, Phone 632-2307, Email mbraid@rrc.mb.ca**

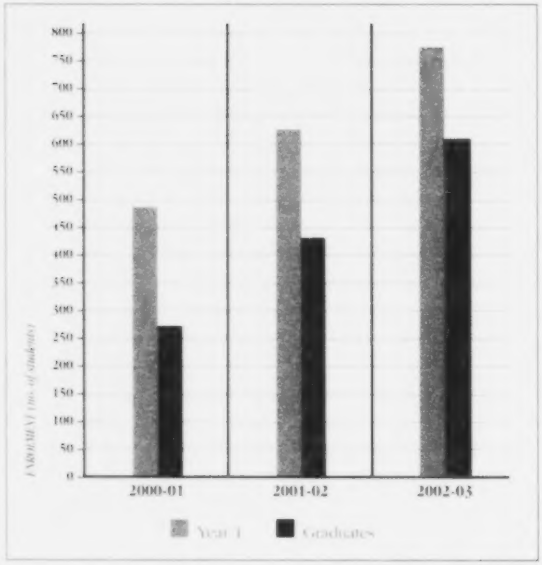
This division includes the Marketing and Public Relations Department, the Development Department, Academic Development Services, the Language Training Centre and the Stevenson Aviation and Aerospace Training Centre, plus four strategic business units – Continuing Education, Distance Education and Regional Services, Contract Training and International Education.




## Academic Development Programs

*Certificate programs*

Academic Development Programs upgrade students' academic skills in mathematics, English and physical science, and provides an introduction to computers. Students normally take only those courses necessary to qualify for admission to college programs.




## English as a Second Language (ESL)

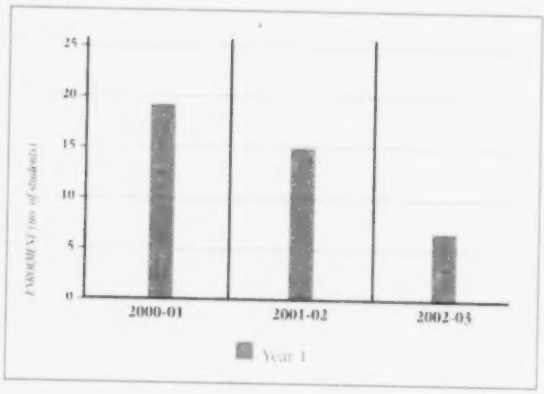
*Certificate programs*

ESL programs develop practical speaking, listening, reading and writing skills. The basic program is designed to provide students with the language skills and information required to settle in Canada and to seek employment. The upper-level programs are intended to develop the skills required to pursue further skill or academic training or to seek employment in a specific field.

## General Studies

*Certificate program*

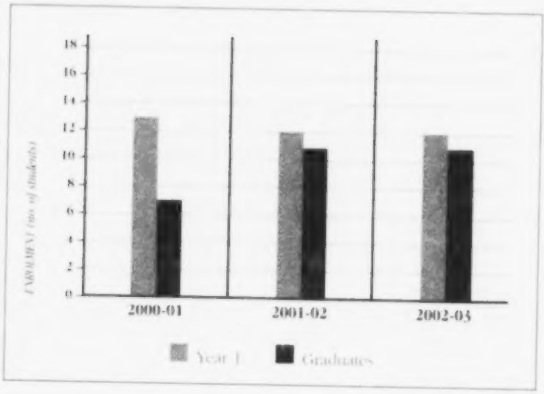
General Studies allows students to design an individual program for a variety of programming areas, explore career areas before making a career decision, acquire prerequisites, and practise study habits and employability skills. Students may work toward a certificate in General Studies, or choose to continue their education in specific career training programs.




## Introduction to Computer Accounting Technician

*Certificate program*

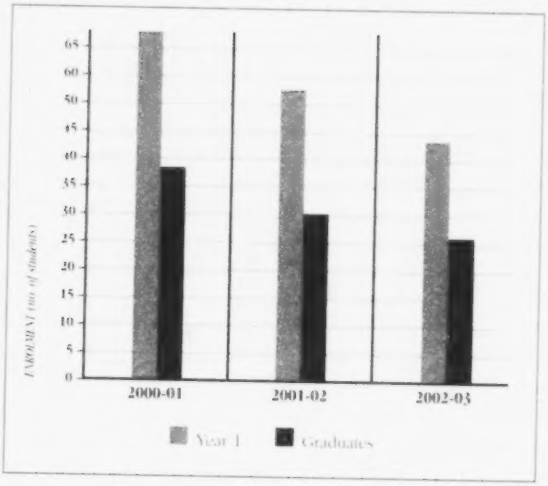
The program prepares students for entry into the Computer Accounting Technician program by introducing them to financial accounting, business mathematics and business communications.




## Introduction to Business

*Five-month certificate program*

The purpose for the program is to prepare students for entry into selected progams in the business and applied arts and sciences areas by developing their skills in communications, business mathematics, the fundamentals of Canadian business, and computer fundamentals. Students will have the opportunity to acquire the study and information technology skills that will enhance their success in an academic setting. Students will obtain advanced credits in the first term of the selected programs.



# Stevenson Aviation & Aerospace Training Centre

Stevenson Aviation and Aerospace Training Centre designs and delivers nationally accredited aviation technical training to address the human resource and skill requirements of the local and national aviation industry. Each of the training programs offered at the Centre is nationally accredited by either Transport Canada or the Canadian Aviation Maintenance Council, ensuring recognition and portability of our graduate's credentials across the country and throughout the industry. Stevenson provides education and training at the new training centre at the Winnipeg International Airport and at the Southport Aerospace Center in Portage la Prairie.

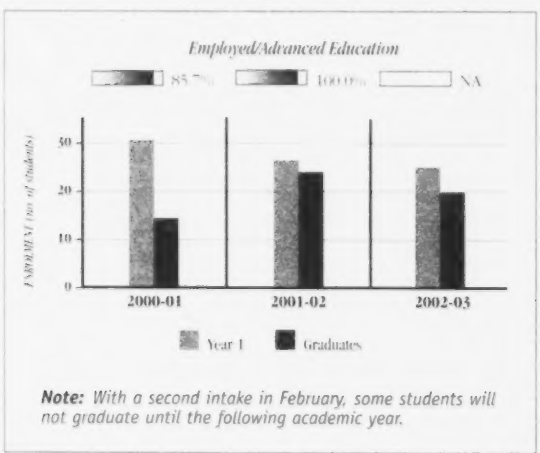
In 2002-2003, Stevenson Aviation and Aerospace Training Centre completed its first full year as part of Red River College. Several facility improvements were accomplished at the Winnipeg site including a new parking lot with 30 stalls for students, the relocation of the airside fence and the installation of a large gate to allow students access to the DC9 aircraft for training purposes. A large aircraft ground power unit is presently being installed outside of the hanger to power the systems of the DC9 aircraft.

The Winnipeg facility started the school year August 12th with 52 students and by September 30th had 106 full time students. Contract training delivered programs such as Composite Fabrication, Non-Destructive Testing, and Aircraft Maintenance, as well as a ten month Aboriginal Training Program in Gas Turbine Repair and Overhaul (GTRO) to 116 students. Twelve apprenticeship courses were delivered to 145 apprentices at Stevenson's Southport facility, as well as 35 in the Introduction to AME and Refresher programs.

The first Strategic Council meeting for Stevenson was held on November 28, 2002. The SAATC Strategic Council was established to facilitate a working relationship between the aviation aerospace sector and RRC. Its mandate is to provide industry leadership with the opportunity for input into the strategic planning and policy direction of SAATC on the following issues: annual five-year plan and business plan, resource allocation, policy development, admission requirements, policy outcomes, quality assurance for training, recruitment/selection of the director, and other planning policy items as they arise.

A Transport Canada audit team carried out an accreditation audit for the Winnipeg facility and the new Aircraft Maintenance Engineer (AME) Diploma program in the later part of December 2002. Transport Canada has issued a 19 month credit for Stevenson's 15 month AME diploma program and the program accreditation was in place for the first AME Diploma graduating class in May 2002.

A Canadian Aviation Maintenance Council (CAMC) external audit was conducted from May 7th to May 9th, 2003. Three CAMC auditors conducted an audit of the GTRO, Structures and Welding programs and also audited the new facilities and equipment for compliance with CAMC standards. These programs and facilities were audited against CAMC standards and Stevenson's CAMC Policy Manual. During the audit debriefing the CAMC Accreditation Manager stated that accreditation would be maintained for the Structures, GTRO and Welding programs. He also indicated that the Composites Repair and the Composites Fabrication modules of the Aerospace Manufacturing Technician program would receive CAMC accreditation. This would allow these modules to be used as an independent, stand alone program. •




***Note:*** *With a second intake in February, some students will not graduate until the following academic year.*

## Aerospace Manufacturing Technician

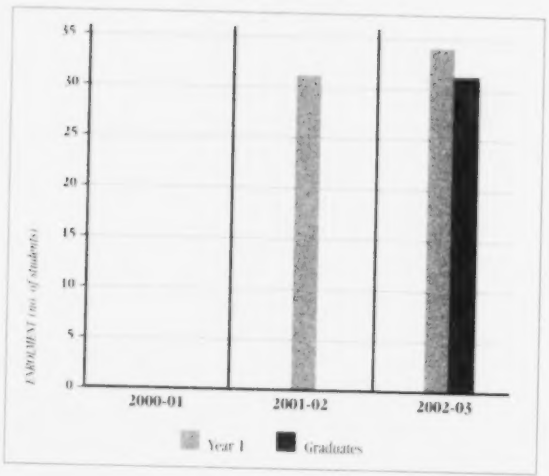
*Five-month certificate program*

The Aerospace Manufacturing program was developed through a collaborative effort between Boeing Canada Technology Inc. and Red River College. In a state-of-the-art training facility, the program prepares students for positions as skilled production workers in aerospace composite manufacturing.

## Aircraft Maintenance Engineer

*Fourteen-month diploma program*

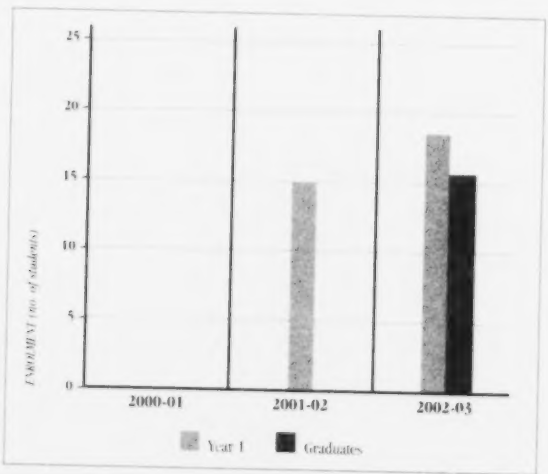
The purpose of this program is to develop knowledge and skills in maintenance of both large and small aircraft, including fixed wing and helicopters, and to provide Transport Canada approved training toward an Aircraft Maintenance Engineer License. Potential employment opportunities across Canada include passenger and cargo air carriers, air charter companies, flight schools, and nationally approved Aircraft Maintenance Organizations (AMOs).




## Aircraft Structural Repair Technician

*One-year certificate program*

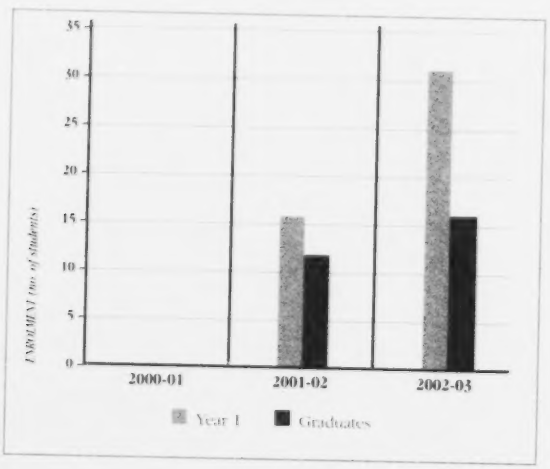
This program was designed to train students in the theoretical and practical aspects of aircraft structural repair in sheet metal and composite repair. This program offers Transport Canada and Canadian Aviation Maintenance Council approved training.




## Gas Turbine Engine Repair & Overhaul

*One-year certificate program*

This program is based on a nationally-recognized curriculum designed to prepare students with the technical knowledge, skills, and techniques required to be a skilled worker in repairing and overhauling gas turbine engines.



# Continuing Education

The Knowledge economy requires people to engage in academic preparation for career entry as well as life-long learning. Continuing Education (CE) assists people to achieve their education goals either for entry into the workplace or employment enhancement. The mission of CE is to provide quality, career-related education that is accessible, flexible, timely, and leading edge. CE is committed to quality and strives to exceed the expectations of all learners.

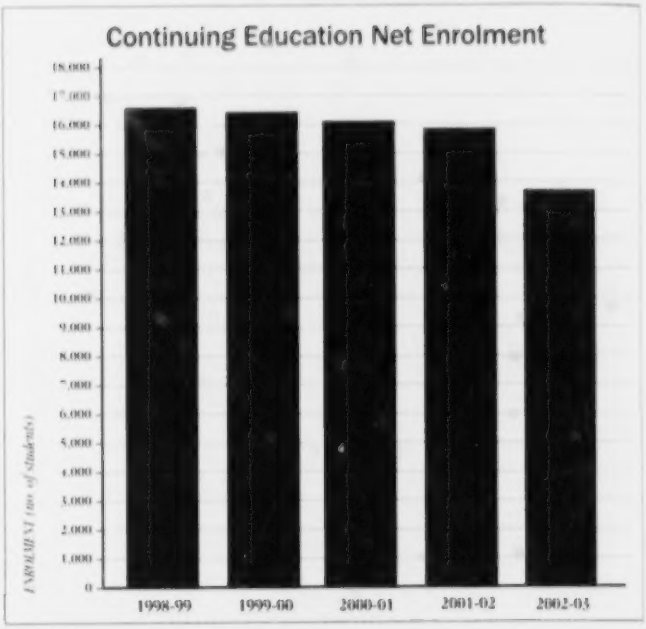
Learners can prepare for a new career, a career change, advancement in their present job or keep current in their field through a full-time or part-time program offered by CE. Education is also delivered to businesses and organizations at work locations throughout Manitoba.

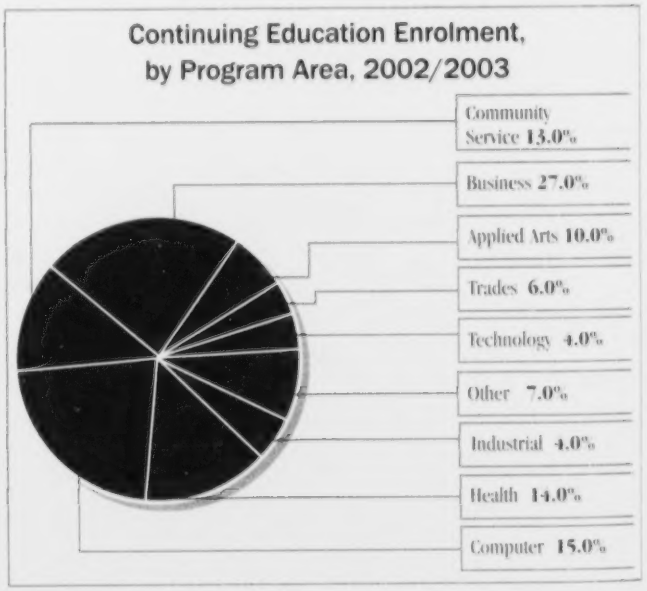
In 2002-2003, Continuing Education:

- Administered and delivered eight full-time programs to 233 students to accommodate market demands. These include: Applied Counselling, Recreation Facilitator for Older Adults, Para-Educator, Photography, Office Technician, Sterile Processing Technician, Medical Transcription, and Power Engineering.
- Offered approximately 90 part-time programs.
- Delivered new programming in Knowledge Management, Digital A/V Production, Microsoft Certified Systems Engineer, Business Analyst Systems Testing, Business Re-engineering, Financial Planning, International Computer Driving License, and Career/Employment Counselling.
- Delivered the Youth Recreation Activity Worker program full-time in partnership with the Winnipeg Boys and Girls Club.
- Administered the Executive Challenge in partnership with the Manitoba Chamber of Commerce for 40 teams from 17 provincial high schools. The Grand Challenge was held in April at the Rural Forum in Brandon.
- Administered a project funded by Health Canada to standardize college curriculum on a national, voluntary basis for Fetal Alcohol programming.
- Delivered the Health Care Aide program in partnership with the Urban Circle Training Centre.
- Partnered with businesses and organizations to deliver training in Health Services Management, Project Management, Children's Literature, Principles of Supervision, Fetal Alcohol Syndrome, and Power Engineering.

CE engaged in many other activities that contribute to the development and delivery of quality programming. In 2002-2003, Continuing Education:

- Implemented the college web registration system.
- Facilitated or completed DACUMS (Develop a Curriculum) for Digital A/V Production, Clinical Research, and Computer Security Training.
- Conducted three student information sessions.
- Administered a student/customer satisfaction survey. •



# Distance Education

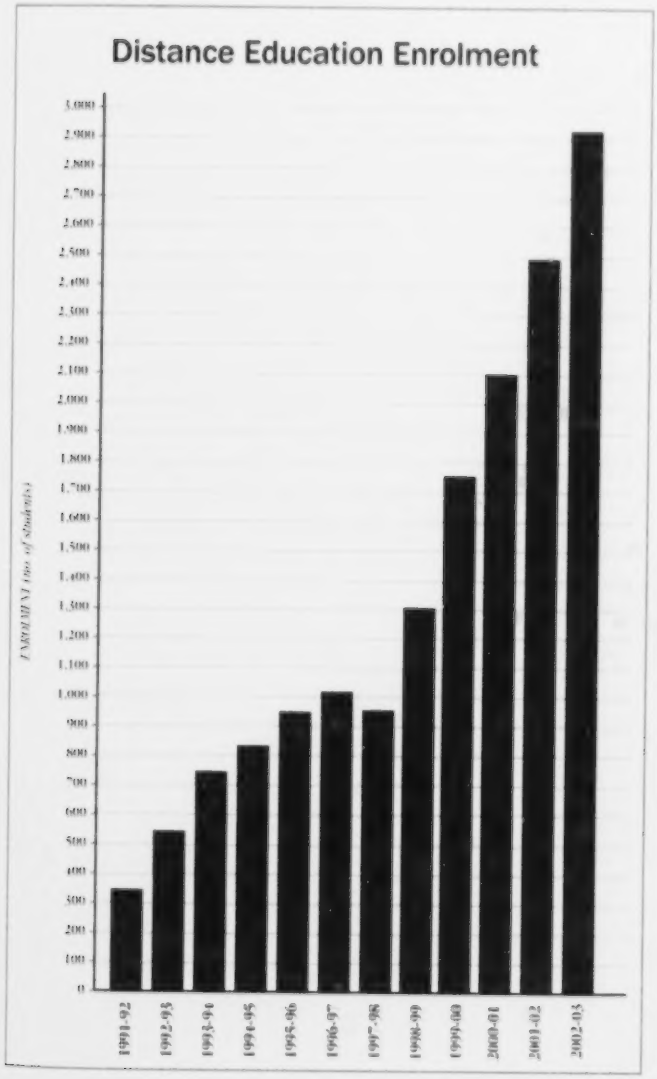
Distance Education enhances Red River College's ability to contribute to the success of students in Manitoba and beyond by increasing points of access and providing flexible courses and programs adapted to the needs of learners for anywhere, anyplace, anytime learning.

RRC delivers learning to students who find it difficult to attend regularly scheduled classes, live far from College campus sites or prefer to study on their own. Courses are delivered using a variety of media: correspondence, video-correspondence, CD-ROM, teleconferencing and via the Internet. All courses include e-mail or telephone support. The course technology varies to meet the needs of students and to make the best use of current teaching technologies. Distance Education offers high-quality, career-related programs and courses that are accessible, flexible and leading edge. All courses include an appropriate mix of educational, tutorial and technical supports.

Distance Education's gross part-time enrolment increased by 19% from 2487 in 2001/2002 to 2961 in 2002/2003. The largest growth occurred in Para-Educator, Business and Administrative Studies, Human Resource Management, Web Site Development, the Library Training program, and Management Development.

Distance Education received College Expansion Initiative (CEI) funding for Phase 3 of the Distance Education Expansion. This enabled Distance Education to continue to build its capability, including a new and larger facility, additional program management and customer service staff, and a significantly expanded capacity to develop new courses.

Distance Education developed 21 new courses for distance delivery, 11 of them online. The 21 courses were distributed in 11 programs: Human Resource Management, Web Site Development, Information Systems Programmer Analyst, Library and Information Technology, Microcomputer Applications, CAP IST, Civil Technology, Project Administration, Emergency Nursing, Family Child Care and Teaching Online (a staff development course that can be used as a credit for the Certificate in Adult Education). Twelve courses were revised and two were converted from print to online. •



A

Portage Campus

Steinbach Campus

Winkler Campus

Gimli Campus

# Regional Campuses

An essential component of the academic plan of Red River College is to provide rural Manitobans with access to post-secondary education. RRC's four Regional Campuses — Gimli Campus, Portage Campus, Steinbach Campus and Winkler Campus — deliver programming to communities throughout the Interlake, Eastman, Pembina Valley and Central Plains regions.

The Regional Campuses offer a range of full-time programs and part-time courses, providing opportunities for professional and personal development. Programs and courses are also customized or created to meet specific needs of local organizations, government departments, Aboriginal communities and businesses.

Regional Campuses gross full-time enrolments increased by 24% from 342 in 2001/2002 to 425 in 2002/2003. The largest increases were in Health Care Aide and Para-Educator programs.

Gross part-time enrolments increased by 3% from 3508 in 2001/2002 to 3622 in 2002/2003. Disability and Community Services, Health Services Management and Para-Educator produced the largest increases.

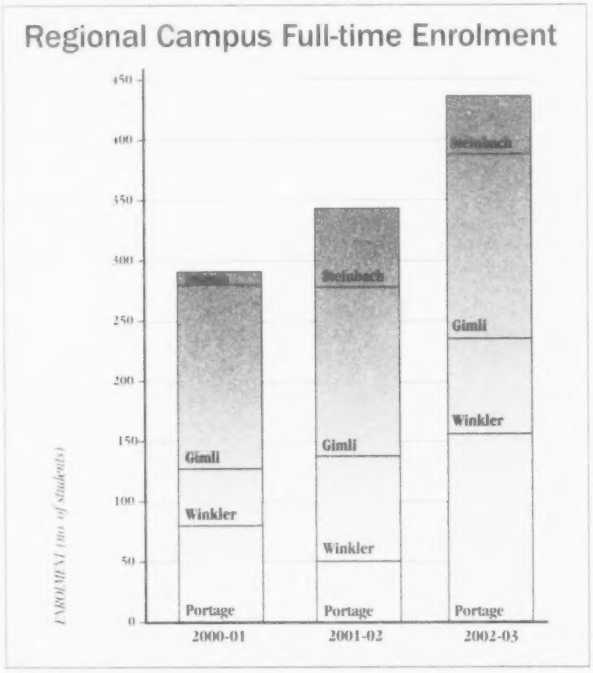
The Regional Campuses once again delivered College Expansion Initiative-funded Health Care programs in Altona, Portage la Prairie, Selkirk and Steinbach. Several workshops were delivered via Campus InterLink, RRC's video streaming system.

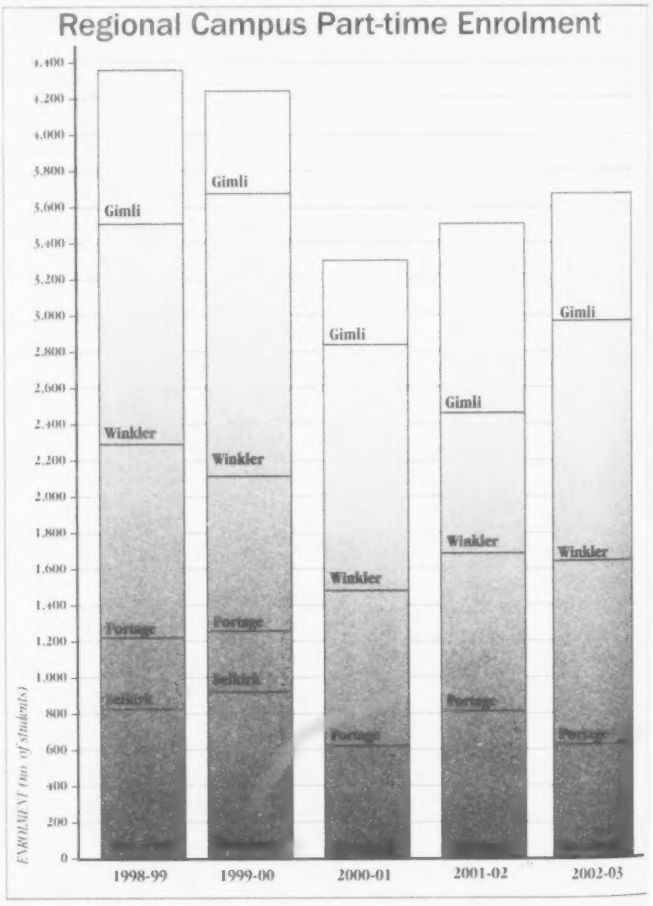
**Portage Campus** developed and delivered four sections of a 12-week Pre-Employment Training program in Portage la Prairie and at Long Plain First Nation to prepare potential employees for JR Simplot's new potato processing plant.

**Steinbach Campus** received approval from Manitoba Education and Youth to continue operating the St. Pierre Community Learning Centre. The South East Regional Health Authority initiated a training partnership with Steinbach Campus for the part-time delivery of the Health Services Management program.

**Winkler Campus** ran a full-time Health Care Aide program at Swan Lake First Nation. It once again hosted and facilitated the first year of the Business Administration diploma program.

**Gimli Campus** ran seven full-time programs in Selkirk and North Eastman and three in the Interlake. •



# Contract Training - Sales & Services

Contract Training supports the mission of the College by affirming and supporting a college-wide emphasis on being responsive to the diverse, local community needs through customized education and training delivery.

Customized training to address specific industry needs is provided in the workplace or at the College on a cost recovery basis. The Contract Training Sales and Service office provides centralized sales, service, and administrative support for the contract training initiatives of all departments and divisions throughout the College.

Training delivered to industry and business by various College departments ranges from workshops to courses to full-time certificate and diploma programs. Training for workforce participants may be preparatory or advanced. In addition to training, the College is also involved in the production of videos, prior learning assessment and recognition (PLAR), and DACUMs (Develop a Curriculum) service on a cost recovery basis. Business, industry, government and community organizations are able to utilize the expertise of all departments.

During 2002-2003, contract training education and training was delivered to approximately 900 participants.

In the area of Business, the following were provided:
- ACCPAC Accounting for Ginew/Roseau River
- Agriculture Assessment for Agriculture Training Committee
- Basic Principles of Supervision for Manitoba Advanced Education and Training
- Business Skills Integrated for Original Women's Network
- Children's Literature for the Winnipeg Public Library
- Executive Challenge in MB Senior High Schools for Manitoba Chambers of Commerce
- Grain Marketing On-Line for the Canadian Wheat Board
- Project Management for Manitoba Public Insurance Corporation, Standard Aero Limited and the Northwest Company
- Supervisory Skills for Griffin Canada, Reimer Express, and TransCanada Pipelines
- Team Building for Loewen Manufacturing.

In Community Services, Early Childhood Education Practicum was delivered to Centre for Aboriginal Human Resource Development (CAHRD).

Community Based Apprenticeship delivery included:
- Carpentry Level 1 Apprenticeship for Lake Manitoba First Nation
- Carpentry Level 1 Apprenticeship for Pinaymootang First Nation
- Carpentry Level 1 Apprenticeship for Sagkeeng First Nation
- Carpentry Level 2 Apprenticeship for Peguis First Nation
- Power Electrician 1 Apprenticeship for Manitoba Hydro
- Rebar Training for the Ironworkers' Union

In Health and Applied Sciences, contract training included:
- Health Care Aide for Urban Circle
- Medical Radiologic Technology for Manitoba Health
- Nursing Refresher Training to Korean Nurses for EnCarea.

In Trades, the following were delivered:
- 5th Class Power Engineering for CAHRD
- Basics of Manufacturing - University of Manitoba
- Electrical Code for 3M Canada
- Energy Efficient Workshop for ACCC
- Geometric Dimensioning and Tolerancing for Manitoba Aerospace
- Interpreting Engineering Drawings for Cormer Group
- Power Tools Development for Environment Canada
- Small Tools Analysis for Environment Canada.

In Transportation Technology:
- Aircraft Gas Turbine Engine Assemble and Dismantle Technician for Manitoba Aerospace Human Resources Coordinating Committee (MAHRCC)
- Aircraft Maintenance (Co-op Ed) for Seven Oaks School Division
- Composite Fabrication for Boeing of Canada
- Electrical Bond for Cormer Group
- Human Factors for MAHRCC
- Introduction to Canadian Aviation Regulations for MAHRCC
- Lean Thinking for Canadian Manufacturers and Exporters (CME)
- Metallurgical Processes for MAHRCC
- Quality Control Techniques for Kraus Global
- Safety, Responsibility and Diligence for MAHRCC and Standard Aero Limited
- Sealant Certification for Cormer Group. •

# International Education

The International Education Office (IEO) is mandated to provide a global presence and perspective for Red River College students, faculty and administration. Operating as a strategic business unit, the six person office is active in international student recruitment, academic exchanges, custom-designed contract training, joint-venture operations in China and fee-for-service international development programming. With the globalization of education, International Education is a key element in the worldwide image of the College, in finding new markets for programming and in attracting international students to Manitoba.

During 2002-2003, the International Education Office:

- Registered 331 international students, an increase of 36% over the previous year. This includes students in programs ranging from ESL to Nursing Refresher from over 23 different countries. Total visa student applications increased by 68% over the preceding year.
- Organized and hosted five international student orientation sessions including specialized workshops on Taxation Preparation and the Manitoba Provincial Nominee (new immigrant recruiting) Program. The office also improved the web based information for new international students.
- Participated in four international student recruiting fairs, conducted six international marketing missions and hosted fifteen visiting international delegations.
- Facilitated eight RRC staff and two industry trainers on international work experiences.
- Completed a partnership agreement with the Universidad Tecnologica Metropolitana (UTEM) in Santiago, Chile.
- Responded to 1,591 e-mail, mail, telephone and walk-in student inquiries for information (an increase of 9%) and the website received over 13,152 hits (an increase of 30%).
- Continued an aggressive marketing and promotion campaign, including marketing material shipped to 22 Education Agents, Canadian Education Centres and partner colleges.
- Administered and mentored departmental involvement in our four overseas development assistance projects including our on-going Canadian College Partnership Program (CCPP) project with the hotel industry in Ixtapa, Mexico.
- Received approval for a new 4-year Level 2 CCPP project in the Philippines and our first Level 1 CCPP project in partnership with SIAST and Bow Valley College in Malawi.
- Received funding approval for a pilot project concerning the issue of off-campus employment for full-time international students.
- Continued to pursue contract and group training opportunities with proposals for the China, Syria and Latin American market. •

*RRC ESL Language Instructor Paz Bowman with a group of students from the RRC's partner college Instituto Tecnologico de la Costa Grande in Ixtapa-Zihuatanejo, Mexico. The partnership is a part of an Association of Canadian Community Colleges development project. The ITCG students are Karla Gissell Rumbo Sarabia, Erika Vanessa Peñaloza Cabrera, Luis Roberto Piedra Bello, Florencia Berenice Ayala Corarrubias, Veronica Rubi Garcia Garcia, and Michel Sanchez Cadena.*

# Apprenticeship

The Apprenticeship program is administered by the Apprenticeship Branch of Manitoba Advanced Education and Training. Manitoba's colleges work in cooperation with the Apprenticeship Branch and offer the classroom and shop-based technical training that is part of the requirement for a Certificate of Qualification in designated apprenticeship trades.

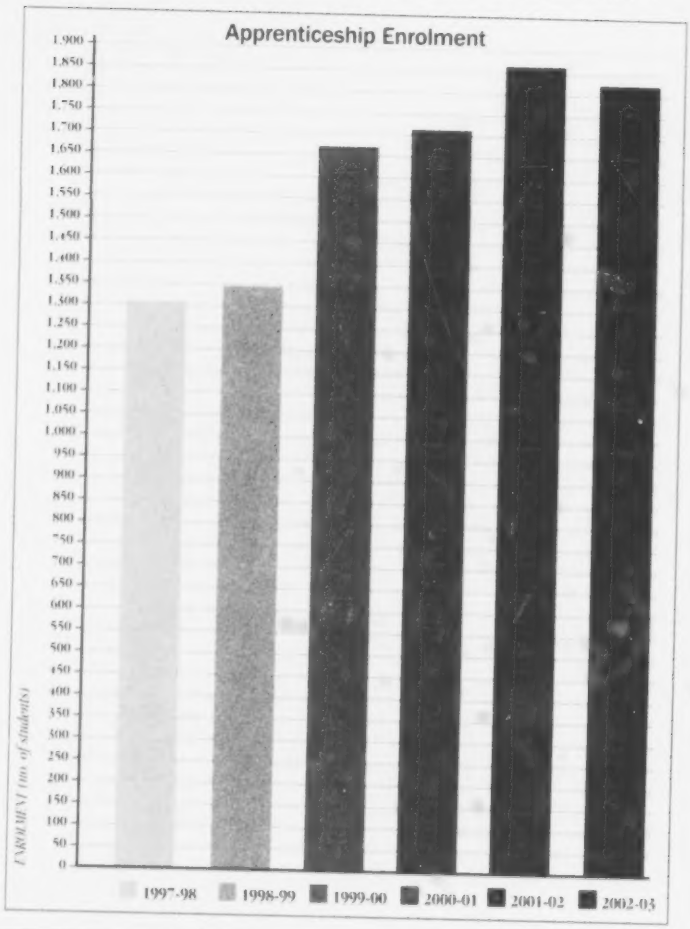
Apprenticeship training is quality, post-secondary education in which a student, or apprentice, learns a trade through on-the-job skills development and in-school study. For most trades this takes four to five years. The practical experience is gained under the supervision of a qualified journeyperson. The in-school academic training portion is usually four to eight weeks long and is taken each year for the duration of the apprenticeship.

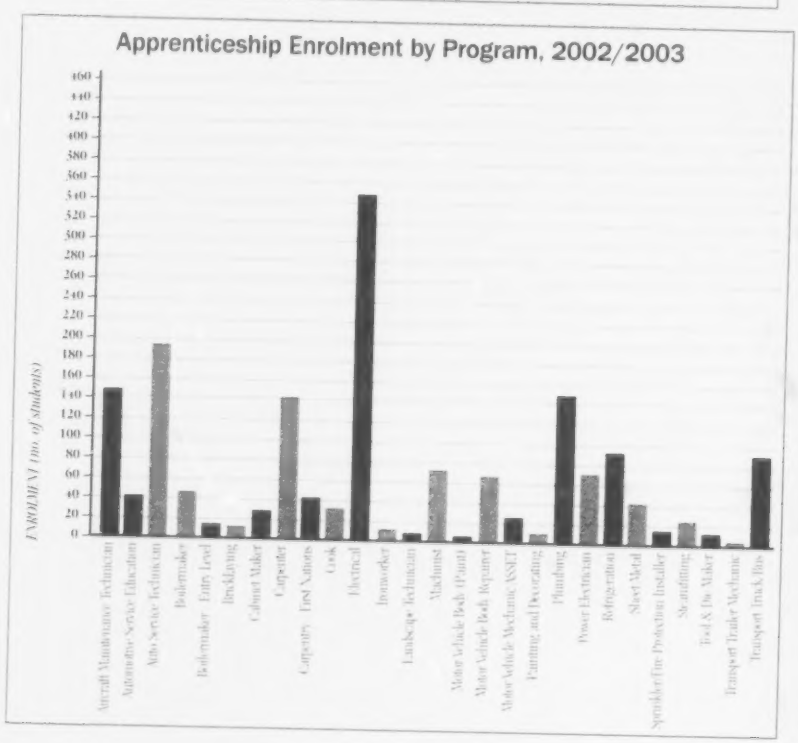
Red River College is the designated provider of academic instruction for 27 apprenticeship trades. RRC is also the largest provider of classroom training for apprentices in Manitoba, delivering about 74 percent of all classroom training offered each year.

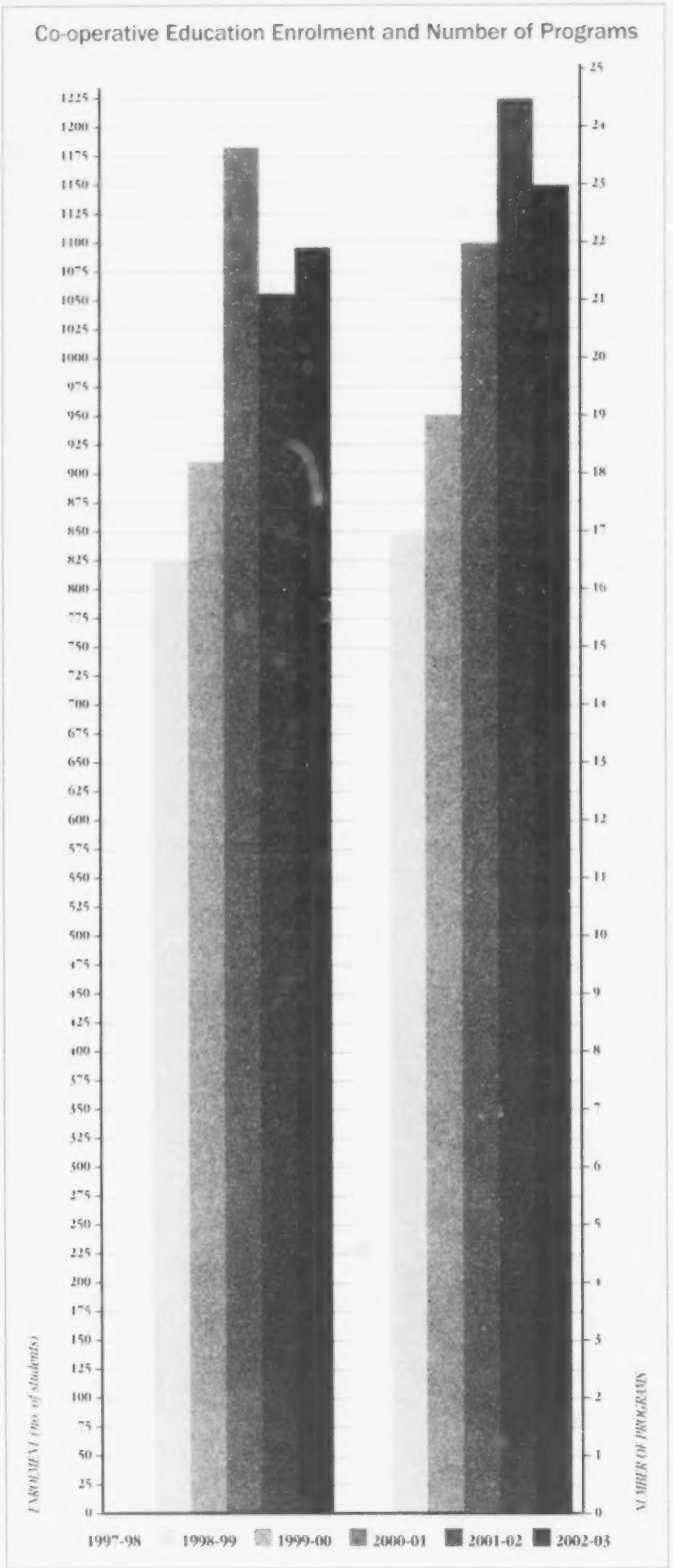
In 2002/2003, Red River College provided technical training for 1,827 apprentices, slightly fewer than the 1,868 apprentices who were trained through the College in the previous year.

This year, Red River College was responsible for the delivery of technical training for the newly designated trade of Ironworker, with two classes of apprentices trained at the Ironworkers Union training facility in Winnipeg. In addition, RRC supported the community-based delivery of technical training in the First Nations communities of Fisher River (Carpentry) and Peguis (Carpentry) and helped revise the curriculum in a number of trades.

Manitoba Advanced Education and Training has undertaken an aggressive campaign to revitalize the apprenticeship training system and address the province's labour market needs for skilled tradespeople. As a primary partner in the delivery of apprenticeship training, RRC will continue to work with the Apprenticeship Branch to facilitate the establishment of new trades and to refine and expand the training requirements needed in existing ones. •






# Co-operative Education

Red River College is strongly committed to the philosophy and nature of co-operative education. The College has made the expansion of co-op programming a priority.

Co-operative education integrates related on-the-job experience with classroom theory by alternating terms of paid employment and academic study. Over the years, the College has introduced this proven system into an increasing number of programs.

Co-operative education has been offered in three programs in the College's Hospitality department since the late 1970's. Starting in 1991, rapid growth has occurred in the number of programs offering a co-op mode of delivery. The number of students enrolled in co-op programs was 1,093 in 2002/2003. The total number of co-op programs stands at 23:

- Applied Biology (Joint with U of W)
- Applied Chemistry (Joint with U of W)
- Applied Environmental Studies (Joint with U of W)
- Building Design CAD Technology
- Business Administration
- Chemical and Biosciences Technology
- Computer Analyst/Programmer
- Culinary Arts
- Design and Construction Technology
- Environmental Protection Technology
- Geomatics Technology
- Greenspace Management
- Hotel and Restaurant Administration
- Information Systems Technology
- Integrated Science & Technology ACCESS Program
- Manufacturing Design CAD Technology
- Mechanical Engineering Technology
- Municipal Technology
- Professional Baking
- Structural Technology
- Technical Communications
- Tourism
- Wood Products Manufacturing

Co-operative Education will continue to be considered as a delivery mode for new and existing programs where marketplace, students and the employing community find it a viable educational method. •

# Curriculum and Learning Resources

This Division provides a complete teaching and learning support for College academic programs. These supports consist of comprehensive knowledge and research capacity through the Library and Learning Resources; curriculum design issues through the Program and Curriculum Development area and program delivery issues through the Learning Technologies areas.

## Library and Learning Resources

The Library and Learning Resources Centre provides a broad range of knowledge and information services and learning resources to support the educational activities of the College.

Highlights for 2002/2003 were:

- Selected, acquired and installed data projectors for 315 William and moved 1,400 books and 19 journals, including all back files, to the temporary library. Procedures were to facilitate the movement of resources between the sites.
- Customized the Library's Online Catalogue System (OPAC) and other system modules to reflect the change-over to Web-based system from Windows-based. Public Services staff were trained in use of the Media booking module to enable the provision of media services from the reference and circulation desks on evenings and weekends.
- Commenced a project to enhance the OPAC record with table-of-contents information for collected works in many different subject areas. Many Web resources were upgraded and new ones were added. A bulletin board for communication and PR was installed, flat screen monitors replaced the old CRTs to give a cleaner appearance at the front desks, and the Circulation desk was revamped.

## Program and Curriculum Development

The Program and Curriculum Development department provides the academic departments at the College with assistance in the development of new programs and the updating of existing programs. The department conducts program development and curriculum validation workshops using the DACUM (Develop a Curriculum) facilitation process; and assists programs in the development of learning outcomes based curriculum.

Highlights for 2002/2003 included:

- Facilitated ten DACUM workshops for a mix of internal and external clients. Created an expanded DACUM section on the Program and Curriculum Development (PCD) website with 60 DACUM charts displayed in PDF format.
- Designed and delivered 4 customized workshops: Priority Setting and Strategic Planning for Aboriginal and Teacher Education, and Concept Mapping and Teaching Online for the Staff Development Office.
- Finalized work on the Systems Restructuring, Phase 2 initiative and produced 4 project reports for the Council on Post-Secondary Education (COPSE): Online Adult 12 (Pre-Technology) Math Course Pilot and Evaluation Report, Mastery Learning WHMIS Course Review, Comparative Analysis of Course Management Systems: WebCT and TLM, and Shared Core Curriculum Report.
- Completed 3 Curriculum Validation - Program Renewal projects for the Child and Youth Care Diploma, International Business Diploma, and Refrigeration Technician Certificate programs.
- Introduced a new Quality Assurance in Curriculum approach. This redefined curriculum validation to include a 3 stage process incorporating curriculum validation and accreditation review, including 1) Curriculum Validation - Face Validation, 2) Curriculum Validation - Program Renewal; and 3) Accreditation Review. The department initiated 4 program pilots of the new Curriculum Validation - Face Validation model in cooperation with Research and Planning.
- Undertook a Systems Restructuring, Phase 3 project funded by COPSE, the Curriculum Online Guides and Standards (COGS) project. The project exceeded its goals by producing interactive prototypes for some of the COGS recommendations and by creating a series of distinctive icons for branding Red River College's (RRC) online products. The COGS project was a leading edge initiative in terms of investigating and finding solutions for the issues related to e-learning quality, standards, and interoperability.
- Initiated a research and design project related to internal Course Credit Recognition. The new course credit recognition system reflects the five principles academic stakeholders wanted to see embodied in the new system: curriculum is performance based; the approach is student centered; the system fosters accessibility for learners; redundancy in curriculum development is reduced; and the course delivery method is neutral in terms of the value of the course content to the learner.

## Learning Technologies

In addition to serving the College's need with respect to microteaching, course supporting video production, equipment repair, tape and CD-ROM duplication, eTV undertook several significant projects over 2002/2003:

- Participated in the Nursing Assessment project for Language Training. This project has been nationally recognized and will soon be implemented across Canada as a vehicle for testing the communication and comprehension skills of foreign nursing professionals wishing to work in Canada. Using videotaped "real-life scenarios" in which nurses could find themselves; candidates are tested on their understanding of each situation and the required action to be taken. The project was developed and implemented by Cathy Lewis and Lucy Epp under the direction of Audrey Bonham.

- Produced an interactive multimedia video CD-ROM on Infant Brain Development. Working with Janet Jamieson and Elin Ibraham, eTV produced the video, graphics and interactive multimedia that accompanies this WebCT based course. It encompasses everything from groundbreaking research to following the development of infants over the first year of their lives.
- Produced an interactive video CD-ROM for the Recruitment Office. Directed at high school students, the CD-ROM provides an entertaining and engaging overview of life at Red River with information on various course areas. Upon completion of a challenging game, potential students are able to enter a contest, win prizes and receive information from Red River College.

Utilizing streaming video technology and processes developed by eTV, and on-going support from Computer Services, live video lectures were reliably delivered via the Internet to students throughout Manitoba. The entire second year academic content of the Medical Laboratory Technology program was streamed every Monday to students in Brandon. Students were able to interact live with their instructor and digital copies of the lectures were made available to students who missed classes. In addition the Campus InterLink technology delivered business oriented lectures to distance students at RRC's Regional Centres in Winkler, Gimli, Portage la Prairie and Steinbach.

The year was marked by the expansion of the acceptance and use of Learning Technologies. WebCT grew from 3,600 seats in June 2002 to over 4,500 seats in June 2003. The greatest growth was in the area of content and student data stored on the WebCT server which experienced 454% growth.

Courses offered by the Teaching Learning and Technology Centre continue to be popular and the topics expand as staff look for training in more advanced software packages. •

# APPENDIX 1

## Partnerships

Partnerships strengthen our ability to develop and deliver successful programming related directly to the needs of the community. By bringing together unique, specialized resources and knowledge, a partnership strategy can achieve results more effectively and efficiently. RRC has a large number of partners and the number continues to increase every year. During 2002/2003, the College was honoured to work with such partners as:

Aboriginal Head Start
Aboriginal Languages of Manitoba
Aboriginal Literacy Foundation
Addictions Foundation of Manitoba
Advance Electronics
Aerospace Training Canada International
Agassiz School Division
Agriculture Canada
Alberta Vocational College
Alpine Systems
American Production and Inventory Control Society (APICS)
Animal Health Technologist Association
Apple Canada
A-Quest
Assiniboine Community College
Assiniboine Credit Union
Association for Community Living, Manitoba
Association for Community Living, Winnipeg
Association for Non-Traditional Education in the Philippines
Association of Canadian College Schools of Business
Association of Canadian Community Colleges (ACCC)
Automotive Trade Association (ATA)
Autotrol
Azon Central Graphics
Bailey Instruments of Canada
Barkman Concrete
Board of Opticians of Manitoba
Boeing Canada Technology Ltd.
Bombardier
Boundary Trails Health District
Brandon University
Briggs & Stratton Ltd.
Bristol Aerospace
British Columbia Institute of Technology (BCIT)
Building Owners and Managers Institute (BOMI)
Camosun College
Canadian Animal Blood Bank
Canadian Association for Co-operative Education (CAFCE)
Canadian Association of Journalists
Canadian Automotive Repair and Service (CARS) Council
Canadian Bureau for International Education, Ottawa
Canadian Chamber of Commerce
Canadian College of Health Services Executives
Canadian Committee to Protect Journalists
Canadian Diabetes Association
Canadian Forces Community College Network (CFCCN)
Canadian Imperial Bank of Commerce (CIBC)
Canadian Information Processing Society (CIPS)
Canadian Institute of Bookkeeping
Canadian Institute of Financial Planners
Canadian Institute of Traffic and Transportation (CITT)
Canadian International Development Agency (CIDA)
Canadian National (CN)
Canadian Lung Association
Canadian Public Personnel Management Association
Canadian Steel Trade Employment Congress (CSTEC)
Canadian Tire
Canadian Vocational Association
CancerCare Manitoba
Canon Copiers
CANTECH Corporation
CanWest Global
Cargill
CBC Manitoba
Cedar Gathering
Central Lift and Equipment
Centre for Aboriginal Human Resource Development (CAHRD)
Centro de Estudios Macroeconomicos de Argentina (CEMA), Buenos Aires
Certified General Accountants of Manitoba
Certified Management Accountants
Certified Central Services Technicians
Certified Technicians and Technologists Association of Manitoba (CTTAM)
Chemcrest
Chengdu Electromechanical College, Chengdu, China
Child and Family Services
Chrysler Canada
CIMCO Refrigeration
City of Winnipeg, Social Services
College Universitaire de St. Boniface
College Canada
College of the North Atlantic
Concordia General Hospital
Confederation College
Consolidated Turf Ltd.
Continuing Education by Design
Cummins Diesel Engines
Dairy Farmers of Canada
Deep River Science Academy
Deer Lodge Centre
Department of National Defence
Directors of Education – First Nation Schools
Dominion Windows
Drummond McCall
Economic Innovation Technology Council
Educational Development Services
Ejloy Irrigation
Endeavour Information Systems
EDS Systems House
Evergreen School Division
Family Centre of Winnipeg
Federal Pioneer
Fetal Alcohol Family Association of Manitoba
First Nation Forestry Program
Fisher River First Nation
Fisher Scientific
Ford Canada
Four Feathers Inc.
Friesen's Printers
Ful-Flo Industries Ltd.
Garden Hill Educational Authority
Garden Valley School Division
General Motors of Canada
Grace General Hospital
Grant McEwan College
Grapes
Guertin Implements
Graphic Designers Society – Manitoba Chapter
Habitat for Humanity
Health Care Products Association of Manitoba
Health Sciences Centre
Holland College
Honda
Human Resource Management Association of Manitoba
Human Resources Development Canada
IBM
Image Color
Immigration and Settlement Canada
Indian and Northern Affairs
Industry, Science and Technology Canada
Institute of Electrical and Electronics Engineers (IEEE)
Institute of Industrial Mathematical Sciences
Instituto de Formacion de Empresarial (IFE), Santiago, Chile
Instituto Tecnologico de la Costa Grande
Instrument Society of America (Winnipeg Sector Inc.)
Insurance Council of Manitoba
Intercity Papers
Intergraph Canada Ltd.
Inter-Industry Conference on Auto Collision Repair (I-CAR) Canada
International Parish Nursing Resource Centre
Ironworkers Union
(The) Jacks Institute
JAW Window and Door Co. Ltd.
Jeffries Nurseries Ltd.
Junior Achievement Manitoba
Keewatin Community College
Kikinamowin
Kortex Computers
Lakeshore School Division
Lennox Industries (Canada) Ltd.
Lewis Instruments Ltd.
Lincoln Welding Equipment (Canada)
Linear Systems
Loewen Millwork

Loewen Windows
Long Plain First Nation
Lord Selkirk School Division
Luke's Machinery Co. Ltd.
Manitoba Aerospace Group
Manitoba Agriculture
Manitoba Association of Licensed Practical Nurses (MALPN)
Manitoba Association of Registered Nurses
Manitoba Association of School Superintendents
Manitoba Association of School Trustees
Manitoba Aerospace Human Resources Coordinating Committee
Manitoba Business Magazine
Manitoba Call Centre Association
Manitoba Chamber of Commerce
Manitoba Child Care Association
Manitoba Conservation
Manitoba Council for Leadership in Education
Manitoba Culture, Heritage and Citizenship
Manitoba Education and Training – Apprenticeship Board
Manitoba Education and Training – Employment Development Centres
Manitoba Education and Training – Youth Programs
Manitoba Education and Training – School Programs
Manitoba Education and Training – Teacher Certification
Manitoba Education and Training – Board of Teacher Education and Certification
Manitoba Educational Geographic Information Consortium
Manitoba Energy Management Task Force
Manitoba Environmental Industries Association
Manitoba Family Services
Manitoba Federation of Labour
Manitoba First Nations Education Resource Centre
Manitoba Food Services Association
Manitoba Health Education Alliance
Manitoba Health, Emergency Medical Services
Manitoba Health, Healthy Communities
Manitoba Heavy Construction Association
Manitoba Highways and Transportation
Manitoba Home Builders' Association
Manitoba Hydro
Manitoba Industry, Trade and Tourism
Manitoba Justice, Adult Corrections
Manitoba Labour
Manitoba Metis Federation
Manitoba Metis Federation Human Resources
Manitoba Metis Federation, Winnipeg Region
Manitoba Moose
Manitoba Operators Training Program Consortium
Manitoba Ozone Protection Industry Association (MOPIA)
Manitoba Quality Network
Manitoba Rolling Mills (MRM)
Manitoba Teachers Society
Manitoba Technology Initiative
Manitoba Telecom Services
Manitoba Tourism Education Council
Manitoba Veterinary Medical Association
Manitoba Wood Processing Industry
Marymound School
Mazda
Manitoba Education Research Learning Information Network (MERLIN)
McLeod Adult Learning Centre
Memorial University
Mid-Canada Marine Dealers Association
Midas Muffler
Miller Environmental
Misericordia General Hospital
Momentum Software
Monarch Industries
Monsanto
National Council of Allied Health Programs
National Council of Deans of Technology
National Research Council, Institute for Biodiagnostics
National Research Council, Industrial Research Assistance Program
National Training Alliance
NAV Canada
Navistar International
Neijiang Railway Machinery College, Neijiang, China
New Flyer Industries
North Alberta Institute of Technology (NAIT)
Northern Telecom
Northwest Technical College, East Grand Forks
Norway House First Nation
NRC IRAP
Open Learning Agency (Open University of British Columbia)
Original Women's Network
PACE Inc.
Palliser Furniture
Panasonic Canada Inc.
Parks Canada
Partners for Careers
Partnership in Aboriginal Community Training (PACT)
Peguis Child and Family Services
Peguis First Nation
Pembina Valley Language Education for Adults
Pfizer Canada
Philippine Association of Manitoba
Pinaymootang First Nation
Project Management Institute
Public Works Canada
Rainbow Stage
Rhineland School Division
Rh Institute
Riverbend Feed Mills
River East School Division
Riverview Health Centre
Royal Bank
St. Boniface College
St. Boniface General Hospital
St. Paul College Quezon City, Philippines
St. Paul College Iloilo City, Philippines
St. Paul University, Tuguegarao, Philippines
St. Johns Ambulance
Sagkeeng First Nation
Sandy Bay First Nation
Saskatchewan Cancer Foundation
Saskatchewan Institute of Applied Science and Technology (Kelsey
Schweitzer-Mauduit Canada
Science Culture Canada
Seine River School Division
Seven Oaks General Hospital
Seven Oaks School Division
Shenyang Electric Power Institute, Shenyang, China
Sichuan University of Science and Technology, Chengdu, China
Siemens of Canada
Silicon Graphics
Skills Canada, Manitoba
Snap-on-Tools
Snowmobilers Association of Manitoba
Society for Technical Communication
Society of Management Accountants of Manitoba
Society of Manufacturing Engineers (SME)
SONY Canada Ltd.
South Asia Partnership
Southern Alberta Institute of Technology (SAIT)
Southeast Regional Health Authority
Southeast Resource Development Council
Southland Electronics
Standard Aero
Standing Spirit Eagle Holistic Healing
Stihl Limited
Sturgeon Creek High School
Sun Systems
Suzuki
Swan Lake Regional Health Authority
3M
Take Pride Winnipeg
Tec Voc High School
Technology Educators Association of Manitoba
Telemecanique Canada Ltd.
Tom Powell Graphics
Toyota Canada Inc.
Transport Canada
United Brotherhood of Carpenters and Joiners of America
University of Calgary
University of Manitoba
University of Minnesota – Crookston
University of Victoria
University of Winnipeg
University of Winnipeg Collegiate
Unisource
UNISYS
Universidad Tecnologica Metropolitana (Chile)
Upjohn
Urban Circle
Vancouver Community College
Valdie Seymour and Associates
Victoria General Hospital
Vita Health
Vocational Industrial Teachers Association of Manitob
Volunteer Centre of Winnipeg
Walter and Duncan Gordon Foundation
West Region Child and Family Services
Western Canadian Association for Student Teaching
Westwood Plumbing and Heating
Willmar Windows
Winnipeg Aboriginal Centre, Inc.
Winnipeg Art Gallery
Winnipeg Blue Bombers
Winnipeg Boys and Girls Club
Winnipeg Chamber of Commerce
Winnipeg Development Agreement Partners
Winnipeg Metis Management Centre
(The) Winnipeg Foundation
Winnipeg Goldeyes
Winnipeg International Children's' Festival
Winnipeg Police Service
Winnipeg Press Club
Winnipeg Technical College
Workers Compensation Board of Manitoba
Workforce 2000
World University Service Canada
Wyeth-Ayerst Canada Ltd.
Xerox
Yamaha •

# APPENDIX 2

## Program Highlights, 2002/2003

| Program | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **ABORIGINAL AND TEACHER EDUCATION** | | | | | | | | | | | |
| Aboriginal Language Specialist | 20 | 18 | 9 | 12 | 10 | — | 22 | 14 | 21 | 1 | 10 |
| Aboriginal Self-government Administration | 20 | 25 | 9 | 18 | 16 | — | 34 | 14 | 28 | — | 12 |
| Business Teacher Education | 12 | 20 | 9 | 4 | 5 | 12 | 21 | 17 | 3 | — | 9 |
| Business Teacher Education - After Degree | 4 | 17 | 9 | 4 | 7 | — | 11 | 8 | — | — | 8 |
| College Preparation for Aboriginal Students | 60 | 154 | 8/1 | 56 | — | — | 56 | 29 | 53 | 1 | 13 |
| Industrial Arts/Technology Teacher Education | 16 | 30 | 9 | 13 | 12 | 17 | 42 | — | — | — | 8 |
| Industrial Arts /Technology Teacher Education - After Degree | 4 | 4 | 9 | 2 | — | — | 2 | — | — | — | 2 |
| Microcomputer Applications | 20 | 32 | 9 | 18 | — | — | 18 | 11 | 3 | — | 8 |
| Vocational Industrial Teacher Education | 16 | 51 | 8 | 20 | — | — | 20 | 4 | 2 | — | 11 |
| **DIVISION TOTAL** | — | — | — | **147** | **50** | **29** | **226** | **97** | **110** | **2** | **81** |
| **APPLIED SCIENCES** | | | | | | | | | | | |
| Advanced Network Technology | 32 | 28 | 9 | 11 | — | — | 11 | 2 | 1 | — | 4 |
| Animal Health Technology | 25 | 128 | 9 | 26 | 20 | — | 46 | 45 | — | 1 | 20 |
| Applied Biology | 10 | 4 | 9 | 4 | 4 | — | 8 | 8 | — | — | — |
| Applied Chemistry | 10 | 1 | 9 | 1 | 3 | — | 4 | — | — | — | — |
| Applied Environmental Studies | 10 | 3 | 9 | — | 2 | — | 2 | 2 | — | — | — |
| Chemical & Biosciences Technology | 45 | 99 | 9 | 48 | 32 | — | 80 | 50 | 2 | 1 | 29 |
| Child and Youth Care | 25 | 108 | 9 | 32 | 25 | — | 62 | 54 | 6 | 1 | 20 |
| College Preparation for Nursing | 40 | 55 | 9 | 45 | — | — | 45 | 33 | 12 | — | 23 |
| Communication Engineering Technology | — | — | — | — | 9 | — | 9 | 1 | — | — | 5 |
| Computer Engineering Technology | — | — | — | — | 33 | — | 33 | 4 | 1 | 1 | 19 |
| Dental Assisting - Level 2 | 50 | 151 | 9 | 53 | — | — | 53 | 53 | 4 | — | 39 |
| Disability and Community Support | 30 | 61 | 9 | 32 | 21 | — | 53 | 44 | 3 | 2 | 8 |
| Diploma Nursing (Accelerated) | 90 | 385 | 9 | 126 | 111 | — | 237 | 204 | 23 | 1 | 76 |
| Early Childhood Education | 60 | 163 | 9 | 66 | 51 | — | 117 | 110 | 13 | — | 52 |
| Early Childhood Education - Workplace | 25 | 59 | 1/4 | 47 | — | — | 47 | 46 | 1 | — | 20 |
| Electrical Engineering Technology | — | — | — | — | 53 | — | 53 | 3 | 8 | 3 | 31 |
| Electronic Engineering Technology | 175 | 228 | 9/12/3 | 160 | 19 | — | 179 | 9 | 8 | — | 10 |
| Electronic & Network Technician | 54 | 52 | 9/12 | 38 | — | — | 38 | 1 | 1 | — | 20 |

| Program | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Family Support Worker | — | — | — | 22 | — | — | 22 | 19 | 5 | — | 21 |
| Health Care Aide | 120 | 279 | 9/2 | 113 | — | — | 113 | 76 | 3 | — | 101 |
| Health Care Aide/Unit Clerk | 24 | 18 | 10 | 26 | — | — | 26 | 22 | 9 | — | 21 |
| Instrumentation Engineering Technology | — | — | — | — | 10 | — | 10 | — | — | — | 8 |
| Joint Baccalaureate Nursing | 90 | 291 | 9 | 111 | 82 | 68 | 261 | 238 | 22 | 4 | — |
| Medical Laboratory Sciences | 30 | 71 | 9 | 22 | 16 | — | 38 | 32 | — | — | — |
| Medical Radiologic Technology | 23 | 79 | 9 | 27 | 20 | — | 47 | 37 | — | 1 | 20 |
| Magnetic Resonance Imaging and Spectroscopy | 16 | 27 | 9/3 | 13 | — | — | 13 | 9 | — | 1 | 5 |
| Radiation Therapy | 14 | 36 | 9 | 15 | — | — | 15 | 12 | — | — | 15 |
| Rehabilitation Assistant | 17 | 22 | 9 | 22 | — | — | 22 | 17 | — | — | 14 |
| **DIVISION TOTAL** | **—** | **—** | **—** | **1065** | **511** | **68** | **1644** | **1131** | **122** | **16** | **577** |
| **BUSINESS AND APPLIED ARTS** | | | | | | | | | | | |
| Aviation Management | 25 | 53 | 9 | 25 | 19 | — | 44 | 8 | 4 | — | 11 |
| Business Administration | 482 | 918 | 9/12 | 522 | 315 | — | 837 | 400 | 71 | 14 | 225 |
| Business Administration Integrated | 64 | 71 | 8 | 56 | 27 | 32 | 115 | 60 | 55 | 4 | — |
| Commerce/Industry Sales & Marketing | 70 | 109 | 9/12 | 72 | — | — | 72 | 27 | 1 | 2 | 29 |
| Computer Accounting Technician | 105 | 164 | 9/12 | 119 | — | — | 119 | 77 | 7 | 2 | 54 |
| Computer Analyst/Programmer | 165 | 274 | 9/12 | 163 | 105 | — | 268 | 44 | 15 | 5 | 93 |
| Creative Communications | 75 | 329 | 9 | 73 | 46 | — | 119 | 78 | 3 | 1 | 41 |
| Culinary Arts - Diploma | 70 | 168 | 8/3 | 82 | 41 | — | 123 | 55 | 13 | — | 45 |
| Digital MultiMedia Technlogy | 40 | 160 | 9 | 21 | — | — | 21 | 10 | — | — | — |
| Graphic Design - Advanced | 20 | 187 | 9 | 18 | — | — | 18 | 9 | — | — | 14 |
| Graphic Design | 50 | 34 | 9 | 51 | 43 | — | 94 | 57 | 3 | 3 | 37 |
| Health Information Technologist | 30 | 35 | 9 | 30 | — | — | 30 | 30 | 2 | — | — |
| Hotel and Restaurant Administration | 70 | 105 | 8 | 38 | 19 | — | 57 | 36 | 3 | — | 15 |
| Information Systems Technology | 96 | 127 | 3 | 79 | 51 | — | 130 | 15 | 4 | 1 | 49 |
| International Business | 25 | 36 | 12 | 11 | — | — | 11 | 8 | 1 | — | 7 |
| Library and Information Technology | — | 46 | — | — | 37 | — | 37 | 30 | 1 | — | 25 |
| Professional Baking | 14 | 23 | 8 | 7 | — | — | 7 | 5 | 2 | — | 7 |
| Tourism | 35 | 55 | 8 | 28 | 15 | — | 43 | 40 | 3 | — | 19 |
| **DIVISION TOTAL** | **—** | **—** | **—** | **1395** | **718** | **32** | **2145** | **989** | **188** | **32** | **671** |

| Program | 1st Year Quota | No. of Applicants (where July 1, 2002 and June 30, 2003 | Start Month | 1st Year Enrolment | 2nd Year Enrolment | 3rd Year Enrolment | Total Enrolment | Female | Aboriginal | Persons with Disabilities | Graduates |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **INDUSTRIAL TECHNOLOGIES** | | | | | | | | | | | |
| Automotive Service Ed Program | 44 | 42 | — | 41 | — | — | 41 | 2 | 2 | — | 37 |
| Automotive Technician - Certificate | 48 | 110 | 9 | 52 | — | — | 52 | 5 | 8 | — | 30 |
| Automotive Technician - Diploma | 24 | 23 | 9 | 19 | — | — | 19 | 2 | 3 | — | 18 |
| Automotive Technician - Work Experience | 15 | 28 | 9 | 13 | — | — | 13 | — | 2 | — | 9 |
| Carpentry and Woodworking | 36 | 110 | 8/1 | 35 | — | — | 35 | 4 | 1 | 1 | 25 |
| Civil/CAD Technology | 200 | 262 | 8/1 | 192 | — | — | 192 | 34 | 16 | 1 | — |
| Design and Construction Technology | — | — | — | — | 16 | 20 | 36 | 10 | 2 | 1 | 14 |
| Environmental Protection Technology | — | — | — | — | 18 | 11 | 29 | 10 | 1 | 1 | 8 |
| Geomatics Technology | — | — | — | — | 16 | 11 | 27 | 2 | 1 | — | 12 |
| Municipal Technology | — | — | — | — | 37 | 19 | 56 | 11 | 2 | 3 | 15 |
| Structural Technology | — | — | — | — | 26 | 24 | 50 | 8 | — | — | 20 |
| Building Design CAD Technology | — | — | — | — | 14 | — | 14 | 4 | — | 3 | 10 |
| Manufacturing Design CAD Technology | — | — | — | — | 4 | — | 4 | — | — | — | 2 |
| Collision Refinishing | 10 | 15 | 10 | 7 | — | — | 7 | — | — | — | 4 |
| Collision Repair and Refinishing | 30 | 69 | 9 | 29 | — | — | 29 | 1 | 7 | 1 | 14 |
| Electrical | 48 | 146 | 9/1 | 48 | — | — | 48 | 1 | 4 | — | 29 |
| Geographic Information Systems Technology | 20 | 28 | 9 | 22 | — | — | 22 | 7 | — | 1 | 13 |
| Greenspace Management - Diploma | 22 | 33 | 9 | 21 | 17 | 11 | 49 | 9 | 1 | — | 11 |
| Heavy Duty Equipment Mechanic | 48 | 78 | 9 | 47 | — | — | 47 | 1 | 8 | 1 | 31 |
| Heavy Duty Equipment Technician | 12 | 8 | 9 | 9 | — | — | 9 | — | — | — | 8 |
| Manufacturing Technician | 56 | 64 | 9/2 | 39 | 19 | — | 58 | 1 | 4 | — | 11 |
| Mechanical Engineering Technology | 52 | 72 | 8 | 43 | 37 | 25 | 105 | 6 | 4 | 1 | 20 |
| Outdoor Power Equipment Technician | 14 | 24 | 9 | 19 | — | — | 19 | 1 | 3 | 2 | 15 |
| Piping Trades | 36 | 86 | 8/2 | 36 | — | — | 36 | — | 1 | — | 24 |
| Power Engineering | 40 | 72 | 9/2 | 43 | — | — | 43 | 2 | 2 | 3 | 34 |
| Precision Metal Manufacturing | 16 | 20 | 10 | 9 | — | — | 9 | — | 1 | — | 3 |
| Refrigeration and Air Conditioning | 18 | 56 | 3 | 18 | — | — | 18 | — | 1 | — | 12 |
| Technical Communication | 25 | 24 | 9 | 14 | — | — | 14 | 6 | — | 1 | — |
| Welding | 36 | 60 | 9/11 | 35 | — | — | 35 | 2 | 4 | — | 24 |
| Wood Products Manufacturing - Certificate | 5 | 13 | 9 | 7 | — | — | 7 | 1 | 2 | 1 | — |
| Wood Products Manufacturing - Diploma | 15 | 31 | 9 | 11 | 5 | 7 | 23 | 4 | — | — | 5 |
| **DIVISION TOTAL** | — | — | — | **800** | **209** | **128** | **1137** | **134** | **80** | **21** | **450** |

| Program | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **STEVENSON AVIATION & AEROSPACE TRAINING CENTRE** | | | | | | | | | | | |
| Aerospace Manufacturing | 18 | 16 | 9/2 | 25 | — | — | 25 | 2 | 1 | — | 20 |
| Aircraft Maintenance Engineer | 32 | 145 | 8/9 | 34 | — | — | 34 | 1 | 1 | — | 32 |
| Aircraft Structural Repair Technician | 16 | 31 | 9 | 18 | — | — | 18 | 1 | 1 | — | 16 |
| Gas Turbine Engine Repair & Overhaul | 32 | 18 | 9/1 | 32 | — | — | 32 | 5 | 3 | 1 | 16 |
| **DIVISION TOTAL** | — | — | — | 109 | — | — | 109 | 9 | 6 | 1 | 84 |
| **STUDENT SERVICES** | | | | | | | | | | | |
| American Sign Language-English | — | 2 | 9 | 2 | 5 | 4 | 11 | 9 | — | — | 4 |
| Deaf Literacy Program | — | 28 | — | 26 | — | — | 26 | 16 | 3 | 20 | — |
| Deaf Studies | 20 | 32 | 9 | 21 | — | — | 21 | 18 | 1 | — | 11 |
| **DIVISION TOTAL** | — | — | — | 49 | 5 | 4 | 58 | 43 | 4 | 20 | 15 |
| **ACADEMIC DEVELOPMENT SERVICES** | | | | | | | | | | | |
| Academic Development Programs | — | — | — | 333 | — | — | 333 | 166 | 9 | 6 | 167 |
| English as a Second Language | — | — | — | 349 | — | — | 349 | 418 | — | — | 515 |
| General Studies | — | — | — | 6 | — | — | 6 | 5 | — | — | — |
| Introduction to Business | — | — | — | 44 | — | — | 44 | 23 | 3 | — | 26 |
| Introduction to Computer Accounting Technician | — | — | — | 12 | — | — | 12 | 7 | 1 | — | 11 |
| **DIVISION TOTAL** | — | — | — | 744 | — | — | 744 | 619 | 13 | 6 | 719 |
| **GRAND TOTAL** | — | — | — | 4309 | 1493 | 261 | 6063 | 3022 | 523 | 98 | 2597 |

Note: The above information does not include all full-time programs.

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